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ABSTRACT

This bibliography was compiled to highlight the literature on police training for police managers who are interested in expanding or improving their training programs. Following a section that describes how to obtain the documents, citations are presented in three sections. The first section, Overview of Police Training, contains citations related to general issues involved in police training and descriptions of training programs both in the U.S. and abroad. Section 2, Training Approaches, provides descriptions of specific approaches, including modular programs, laboratory training, use of closed-circuit television, workshops, and other innovations. The final section, Training Evaluation, cites documents related to measures of effective training and evaluations of specific programs and program types. In addition to bibliographic information, each citation includes a brief description of the document and gives availability information and the sponsoring agency where appropriate. The appendix presents a graphic summary of police training in each state. (LRA)

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POLICE TRAINING

A Selected Bibliography

Compiled by

John D. Ferry

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Supervising Editor

National Criminal Justice Reference Service

April 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

The training of police officers has been the subject of considerable attention in recent years. The growing sophistication of the general public with regard to educational objectives and methodology has been matched by similar trends in the community of law enforcement professionals.

Most considerations of police training begin with an analysis of the role and tasks required of our law enforcement officers. The next stage in planning involves setting goals for particular training programs. Once the goals have been set, the most effective approach to attaining these goals must be identified. And, as in any other program planning, the final stage involves evaluation—assessing whether the program effectively achieves its goals.

This bibliography has been compiled to highlight the literature on police training for police managers who are interested in expanding or improving their training programs. The citations are presented in three sections:

- **Overview of Police Training.** The general issues involved in police training and descriptions of training programs both in the United States and abroad.
- **Training Approaches.** Descriptions of specific approaches, including modular programs, laboratory training, use of closed-circuit television, workshops, and other innovations.
- **Training Evaluation.** Measures of effective training and evaluations of specific programs and program types.

The Appendix presents a graphic summary of police training: the results of a survey conducted by the National Association of State Directors of Law Enforcement Training in 1979.

In addition to the types of materials included in this Selected Bibliography, the NCJRS collection contains a wealth of course materials—textbooks, handbooks, training manuals, the IACP training keys, and audiovisual presentations. Information about course materials may be obtained by contacting NCJRS. All of the materials cited in this bibliography have been selected from the NCJRS data base and information about how to obtain the documents may be found on the following page.

How To Obtain These Documents

The documents in this bibliography are part of the National Criminal Justice Reference Service (NCJRS) collection and are available to the public in the NCJRS Reading Room on weekdays between 9 a.m. and 5 p.m. The NCJRS Reading Room is located in Suite 211, 1015 20th Street, NW., Washington, DC.

For researchers who prefer to obtain personal copies, a sales source is identified whenever possible. For periodical literature, there are several potential sources of reprints: Original Article Tear Sheet Service (Institute for Scientific Information, 325 Chestnut Street, Philadelphia, PA 19106) and University Microfilms International (Article Reprint Department, 300 North Zeeb Road, Ann Arbor, MI 48106). Document availability changes over time and NCJRS cannot guarantee continued availability from publishers and distributors.

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POLICE TRAINING

OVERVIEW OF POLICE TRAINING

1. **R. V. BADALAMENTE and C. E. GEORGE. TRAINING POLICE FOR THEIR SOCIAL ROLE.** NORTHWESTERN UNIVERSITY SCHOOL OF LAW, 357 EAST CHICAGO AVENUE, CHICAGO IL 60611. *JOURNAL OF POLICE SCIENCE AND ADMINISTRATION,* V 1, N 4 (DECEMBER 1973), P 440-453. **NCJ-11910**

SOCIAL WORK OR INTERACTIVE ASPECTS OF THE POLICE ROLE, WITH PROPOSAL FOR A TRAINING PROGRAM DESIGNED TO EQUIP POLICE FOR MORE EFFECTIVE PERFORMANCE OF THIS ROLE. THE AUTHORS PRESENT A JOB ANALYSIS AND DISCUSS TRAINING OBJECTIVES, INCLUDING THE TRAITS, KNOWLEDGE AND SKILLS REQUIRED TO BE EFFECTIVE IN THE SOCIAL WORK ROLE OF THE POLICE. IN ORDER TO SPECIFY THE MEANS OF MEETING THESE OBJECTIVES, CHARACTERISTICS OF POLICE APPLICANTS ARE REVIEWED. THIS SECTION DISCUSSES SOME OF THE COMMON PSYCHOMETRIC MEASUREMENT TECHNIQUES USED TO STUDY THE POLICE. THE FINAL MATERIAL CONSIDERS AVAILABLE TRAINING METHODS AND COMMENTS ON PERFORMANCE EVALUATION. TRAINING IS DELIVERED IN THE CLASSROOM, IN T-GROUPS, ENCOUNTER GROUPS, AND SENSITIVITY TRAINING, ROLE PLAYING, DRAMATIZATIONS, AND ON THE JOB TRAINING. THE AUTHORS CONCLUDE WITH A FOURTEEN POINT RECOMMENDATION ON POLICE SELECTION AND TRAINING. INCLUDED ARE TABLES INDICATING ACTIVITIES INVOLVED IN A PATROLMAN'S DUTIES AND IN HIS SOCIAL ROLE, TABLES ON TESTING AND MEASUREMENT, AND A PROFILE OF THE POLICE PERSONALITY.

2. **BRAMSHILL POLICE COLLEGE, BRAMSHILL HOUSE, NEAR BASINGSTOKE, HAMPSHIRE, ENGLAND. STUDY OF POLICE RECRUITMENT AND TRAINING IN EUROPE—11TH SENIOR COMMAND COURSE.** 90 p. 1974. United Kingdom. **NCJ-26804**

THIS PAPER EXAMINES THE PROBLEMS, PHILOSOPHIES, AND PRACTICES IN POLICE RECRUITING, SELECTION, TRAINING, AND MANPOWER WASTAGE (RESIGNATIONS AND RETIREMENT) IN SIX EUROPEAN COUNTRIES AND COMPARES THEM WITH GREAT BRITAIN. THE COUNTRIES STUDIED WERE BELGIUM, DENMARK, FRANCE, GERMANY, HOLLAND, AND ITALY. SPECIFIC TOPICS OF COMPARISON INCLUDED RECRUITMENT, SELECTION PROCEDURES, DIRECT ENTRY INTO OFFICER RANKS, GENERAL FACTORS AFFECTING RECRUITMENT, INITIAL TRAINING, HIGHER TRAINING, AND MANPOWER WASTAGE. MATERIALS WERE GATHERED FOR THIS STUDY THROUGH VISITS MADE TO THE COUNTRIES BY MEMBERS OF THE SENIOR COMMAND COURSE GIVEN AT THE POLICE COLLEGE AT BRAMSHILL (ENGLAND).

Availability: NCJRS MICROFICHE PROGRAM.

3. **M. L. BRAZEAL. IN-SERVICE TRAINING FOR LAW ENFORCEMENT PERSONNEL FINAL REPORT.** UNIVERSITY OF KANSAS GOVERNMENTAL RESEARCH CENTER, LAWRENCE KS 66044. 235 p. 1970. **NCJ-01604**

KANSAS LAW ENFORCEMENT PROFESSIONAL TRAINING PROGRAMS ARE DESIGNED TO REACH MANY LAW ENFORCERS. A WIDE RANGE OF SUBJECTS ARE OFFERED BY POLICE EXPERTS AND SOCIAL SCIENTISTS FROM THE VARIOUS DISCIPLINES WITH BUILT IN METHODS TO EVALUATE THE PROGRAMS. AREAS COVERED ARE RECRUIT TRAINING, SCHOOL OF CRIMINAL INVESTIGATION, POLICE ADMINISTRATION IN RIOT CONTROL, TRAFFIC ACCIDENT INVESTIGATION SCHOOL, POLICE ADMINISTRATION SEMINAR, SCHOOL OF POLICE ORGANIZATION AND MANAGEMENT, SHERIFF'S ORIENTATION SCHOOL, POLICE SUPERVISION AND MANAGEMENT SCHOOL. QUESTIONNAIRE RESPONSES TO EACH COURSE ARE OFFERED. INCLUDED ARE RESULTS OF TRAINING NEEDS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

4. **J. J. BRODERICK. POLICE IN A TIME OF CHANGE.** 249 p. 1977. **NCJ-43296**

ACTUAL INCIDENTS ARE USED TO ILLUSTRATE WHAT HAPPENS WHEN A POLICE RECRUIT IS HIRED AND TRAINED, HANDLES HIS FIRST ARREST, IS CALLED UPON TO DEAL WITH FAMILY CRISIS SITUATIONS, AND RISES IN RANK. THIS TEXTBOOK IS AN OUTGROWTH OF A COURSE IN 'THE SOCIOLOGY OF THE POLICE OCCUPATION' AND INCLUDES MUCH MATERIAL FROM THE ACTUAL EXPERIENCES OF THE STUDENTS. THE EFFECTS OF A POLICEMAN'S PERSONALITY ON HIS WORK ARE EXAMINED IN CHAPTERS ON 'THE ENFORCERS,' 'THE IDEALISTS,' 'THE REALISTS,' AND 'THE OPTIMISTS.' CHANGES IN POLICE TRAINING ARE EXAMINED, AND WAYS SUGGESTED TO USE FORMAL AND INFORMAL TRAINING TO EMPHASIZE POSITIVE QUALITIES. POLICE RELATIONSHIPS WITH CITIZENS, ESPECIALLY CHILDREN, ELDERLY PERSONS, AND SPECIAL GROUPS, ARE CHANGING; THE NEED FOR TRAINING IN INTERPERSONAL RELATIONSHIPS IS EMPHASIZED. OFFICERS ALSO NEED ACCESS TO COMMUNITY FACILITIES TO HELP THEM HANDLE FAMILY CRISES AND OTHER SITUATIONS WHICH ARE INCREASINGLY BECOMING POLICE MATTERS. CHANGING THE POLICE ORGANIZATION TO GIVE MORE SUPPORT TO INDIVIDUAL OFFICERS, TO ATTRACT BETTER RECRUITS, AND TO GIVE OFFICERS MORE OF A ROLE IN DETERMINING POLICY IS DISCUSSED. ADVANTAGES AND PROBLEMS OF THE MOVE TOWARD GREATER PROFESSIONALISM, WITH ITS EXPHASIS ON EDUCATION, ARE NOTED. APPENDIXES CONTAIN DISCUSSION QUESTIONS; SUM-

MARIES OF THE MAPP, MIRANDA, AND ESCOBEDO SUPREME COURT DECISIONS; AND A BIBLIOGRAPHY.

Availability: GENERAL LEARNING PRESS, 250 JAMES STREET, MORRISTOWN NJ 07960.

5. **S. G. CHAPMAN. DESIGNING A POLICE IN-SERVICE TRAINING PROGRAM FOR THE PORTLAND, MAINE, AREA—POLICE TECHNICAL ASSISTANCE REPORT.** PUBLIC ADMINISTRATION SERVICE, 1776 MASSACHUSETTS AVENUE, NW, WASHINGTON DC 20036. 24 p. 1977. **NCJ-44085**

THIS REPORT WAS PREPARED IN RESPONSE TO A REQUEST FROM THE MAINE CRIMINAL JUSTICE ACADEMY FOR TECHNICAL ASSISTANCE IN DESIGNING A POLICE INSERVICE TRAINING PROGRAM FOR THE AREA. THE MOST DIRECT MEANS OF RESOLVING THE INSERVICE TRAINING VACUUM IS RELATED TO FUNDING. FUNDS MUST BE PROVIDED TO TWO CLASSES OF RECIPIENTS: THE MAINE CRIMINAL JUSTICE ACADEMY; AND THE POLICE FORCES AT THE COUNTY AND MUNICIPAL LEVELS OF GOVERNMENT. THE REPORT ALSO DISCUSSES MANDATING INSERVICE TRAINING, THE MECHANICS OF INSERVICE TRAINING, WHO SHOULD BE TRAINED INSERVICE, INSERVICE COURSES, LOCATION OF CLASSES, DELIVERY TECHNIQUES, AND CERTIFYING AND PROJECTING THE PROGRAM, AMONG OTHERS.

Availability: NCJRS MICROFICHE PROGRAM.

6. **J. A. CONSER. CASE FOR STATE MANDATED MINIMUM SELECTION STANDARDS FOR POLICE OFFICERS.** INTERNATIONAL PERSONNEL MANAGEMENT ASSOCIATION, 1313 EAST 60TH STREET, CHICAGO IL 60637. *PUBLIC PERSONNEL MANAGEMENT,* V 7, N 2 (MARCH/APRIL 1978), P 135-142. **NCJ-50799**

THE ISSUE OF WHETHER IT IS NECESSARY TO ESTABLISH STANDARDS FOR POLICE OFFICER SELECTION IS ADDRESSED, AND REASONS FOR THE ESTABLISHMENT OF STATE-MANDATED STANDARDS ARE SUMMARIZED. THE NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS RECOMMENDS THAT ALL STATES SHOULD HAVE LEGISLATION WHICH ESTABLISHES A STATE COMMISSION EMPOWERED TO DEVELOP AND ENFORCE MINIMUM MANDATORY STANDARDS FOR THE SELECTION OF POLICE OFFICERS. OTHER ORGANIZATIONS THAT ADVOCATE THE ESTABLISHMENT OF MINIMUM MANDATORY STANDARDS ARE THE PRESIDENT'S COMMISSION ON LAW ENFORCEMENT AND THE ADMINISTRATION OF JUSTICE, THE ADVISORY COMMISSION ON INTERGOVERNMENTAL RELATIONS, AND THE NATIONAL COUNCIL ON CRIME AND DELINQUENCY. MOST DISCUSSION ABOUT MANDATED STANDARDS CENTERS ON TRAINING REQUIREMENTS AS OPPOSED TO MANDATED SELECTION STANDARDS. IN MOST STATES, MINIMUM MANDATORY STANDARDS FOR POLICE OFFICER SELECTION ARE NEEDED. OHIO IS USED AS AN EXAMPLE TO ILLUSTRATE THE LACK OF UNIFORMITY AND STANDARDIZATION IN THE SELECTION PROCESS. RECOMMENDATIONS TO AID IN THE ESTABLISHMENT OF STANDARDS OFFERED FOCUS ON DEVELOPMENT AND ENACTMENT, CONTENT AND ISSUES, ENFORCEMENT, AND BASIC TRAINING FOLLOWED BY PROBATION. FIVE REASONS ARE LISTED TO SUPPORT THE CASE FOR STATE-MANDATED MINIMUM POLICE SELECTION STANDARDS: (1) MOST POLICE DEPARTMENTS ARE SMALL AND DO NOT HAVE APPROPRIATE SELECTION METHODS; (2) MANY POLICE DEPARTMENTS ARE NOT COVERED BY STATE CIVIL SERVICE REQUIREMENTS OR SIMILAR BINDING STATUTES; (3) THE STATE HAS A VESTED INTEREST IN AND AN OBLIGATION TO PROVIDE ADEQUATE SAFETY AND PROTECTION FOR CITIZENS; (4) THE STATE GENERALLY BESTOWS ITS ENFORCEMENT AUTHORITY ON SWORN LAW OFFICERS; AND (5) MANDATED STANDARDS MAY REDUCE CIVIL SUITS AND ALLEGATIONS OF DISCRIMINATION, MAY PRODUCE GREATER PERSONNEL SELECTION EFFICIENCY, AND MAY CREATE A HIGHER LEVEL OF PUBLIC CONFIDENCE. REFERENCES ARE INCLUDED.

7. **T. D. FAHEY and D. G. RADABAUGH. NEEDS ASSESSMENT FOR POLICE PHYSICAL TRAINING.** SAN JOSE POLICE DEPARTMENT, P O BOX 270, SAN JOSE CA 95103. 149 p. **NCJ-18285**

THIS REPORT EXAMINES THE NEED FOR A PHYSICAL FITNESS STANDARD FOR POLICE OFFICERS, WHICH CONSIDERS JOB-RELATED INJURIES, SITUATIONAL DEMANDS, AND THE PHYSICAL PERFORMANCE OF SAN JOSE POLICEMEN. FOUR ON-THE-STREET POLICE WORK TASKS WHICH OCCUR WITH SUBSTANTIAL FREQUENCY ARE STUDIED USING SITUATIONAL ANALYSIS. IN EACH CASE, A DISCUSSION OF VARIABLES PRESENTS THOSE FACTORS WHICH HELP TO ASCERTAIN THE OUTCOME OF THE SITUATION. IN ADDITION, 523 INDIVIDUAL CASES OF ON-THE-JOB SITUATIONS IN WHICH SAN JOSE POLICE OFFICERS WERE INJURED WHILE PERFORMING A WIDE RANGE OF PHYSICAL WORK TASKS ARE STUDIED, ANALYZED, AND CLASSIFIED. SPECIFIC VARIABLES ARE IDENTIFIED AND THEIR RELATIONSHIP TO VARIOUS WORK TASKS NOTED AND DISCUSSED. THE PHYSICAL FITNESS LEVEL OF CITY POLICE PERSONNEL AT THE TIME OF THE STUDY WAS ALSO ASSESSED, USING A STRATIFIED SAMPLE OF 58 POLICE OFFICERS. THREE CATEGORIES OF PHYSICAL PERFORMANCE TASKS WERE ADMINISTERED: LABORATORY TESTS, STANDARD FITNESS TESTS, AND TYPICAL POLICE TASKS. IT WAS CONCLUDED THAT THERE WERE A NUMBER OF MEN ON THE POLICE FORCE WHO WERE CLEARLY UNFIT AND SHOULD BEGIN A FITNESS PROGRAM. THE NEED FOR A MINIMUM PERFORMANCE REQUIREMENT IS DISCUSSED AND FITNESS STANDARDS IN POLICE TASK SIMULATION TESTS ARE ESTABLISHED. A TEN-WEEK PHYSICAL TRAINING PROGRAM FOR POLICE CADETS IS OUTLINED, INCLUDING CURRICULUM AND LESSON PLANS, AND PHYSICAL FITNESS STANDARDS FOR POLICE PERSONNEL ARE RECOMMENDED. RESEARCHERS SUGGEST THAT PHYSICAL STANDARDS ARE NECESSARY FOR UNIFORMED POLICE PERSONNEL, APPLICANTS, CADETS, AND BEAT OFFICERS; THAT INJURIES ARE CLEARLY RELATED TO THE PERFORMANCE OF PHYSICAL TASKS DURING THE COURSE OF POLICE WORK; AND THAT THERE WERE POLICE OFFICERS ON THE JOB WHOSE PHYSICAL FITNESS LEVELS FELL BELOW THOSE OF THE AVERAGE AMERICAN. A 44-ITEM BIBLIOGRAPHY IS PROVIDED. THE APPENDIX CONTAINS A DESCRIPTION OF AND GENERAL INFORMATION ON POLICE SIMULATION TESTS, A LIST OF 164 CRITICAL MOMENT (PHYSICAL) TASKS IDENTIFIED BY SAN JOSE POLICE OFFICERS, AND COPIES OF POLICE OFFICER ACCIDENT AND INJURY REPORT FORMS.

Availability: NCJRS MICROFICHE PROGRAM.

8. **W. GOODWIN, W. B. GEORGE, and F. SCHIMPFHAUSER. OHIO PEACE OFFICER TRAINING ACADEMY—SURVEY OF STATE-WIDE ADVANCED AND SPECIAL TRAINING NEEDS.** OHIO PEACE OFFICER TRAINING COUNCIL. 70 p. 1975. **NCJ-35115**

RESULTS OF A SURVEY CONDUCTED TO DETERMINE THE NEEDS FOR ADVANCED AND IN-SERVICE TRAINING FOR OHIO LAW ENFORCEMENT OFFICERS, TO DETERMINE IF NEEDS DIFFER BY DEPARTMENT SIZE OR JURISDICTION, AND TO DETERMINE OPTIMUM COURSE LENGTH. IN THIS STUDY, ALL OF THE OHIO LAW ENFORCEMENT AGENCIES WERE SURVEYED, AND IN ADDITION, THE PROSECUTORS AND SOME COURTS WERE QUESTIONED. FIVE HUNDRED FIFTY NINE SURVEYS, 40 PERCENT OF THE TOTAL, WERE COMPLETED AND RETURNED FOR INCLUSION IN THE TABULATED RESULTS. NEARLY TWO-THIRDS OF THE RESPONDENTS, INCLUDING BOTH COUNTY, AND MUNICIPAL AND TOWNSHIP JURISDICTIONS INDICATED THAT ADVANCED TRAINING NEEDS WERE NOT CURRENTLY BEING MET. THE NEEDS MOST OFTEN IDENTIFIED BY ALL DEPARTMENTS REGARDLESS OF SIZE OR JURISDICTION WERE REPORT WRITING, PREPARING AND PRESENTING A CASE, AND THE LAW OF SEARCH AND SEIZURE. SMALL DEPARTMENTS WITH LESS THAN 5 MEN ALSO EXPRESSED GREAT NEED FOR TRAINING IN EMERGENCY MEDICAL CARE AND DEFENSIVE TACTICS AND FIREARMS WHILE LARGE DEPARTMENTS OF 101 OR MORE MEN ALSO INDICATED A GREAT

NEED FOR TRAINING IN DEFENSIVE DRIVING. MOST DEPARTMENTS PREFERRED TO HAVE ACADEMY COURSE OFFERINGS OF ONE WEEK WITH TWO WEEKS BEING FREQUENTLY SUGGESTED AS THE IDEAL LENGTH FOR A TRAINING SEMINAR. CONSIDERABLE DATA WERE DEVELOPED BY THE SURVEY ARE DISPLAYED IN AN APPENDIX TO THIS REPORT. (AUTHOR ABSTRACT MODIFIED)

9. **B. HAMILTON and R. J. MACCORMACK. MASTER PLAN FOR LAW ENFORCEMENT TRAINING IN NEW YORK STATE, V 2—SURVEY, ANALYSIS, EVALUATION AND RECOMMENDATIONS.** DETROIT NEWS, 615 LAFAYETTE BOULEVARD, DETROIT MI 48231. 259 p. 1977. **NCJ-50122**

A HISTORY OF POLICE TRAINING IN NEW YORK, THE CURRENT OFFICIAL ORGANIZATIONS RESPONSIBLE FOR TRAINING, AN OVERVIEW OF TRAINING IN NEW YORK STATE, AND A MASTER PLAN FOR TRAINING IN THE STATE ARE DISCUSSED. A DISCUSSION OF THE HISTORY OF POLICE TRAINING IN NEW YORK STATE CONSIDERS STATE LEGISLATION, AND THE BEARING IT HAS HAD ON TRAINING. TWO ORGANIZATIONS LEGISLATIVELY MANDATED TO ASSUME PRIMARY RESPONSIBILITY FOR LAW ENFORCEMENT TRAINING ARE THE MUNICIPAL POLICE TRAINING COUNCIL AND THE BUREAU FOR MUNICIPAL POLICE. THE MUNICIPAL POLICE TRAINING COUNCIL, COMPOSED OF LAW ENFORCEMENT PERSONNEL APPOINTED TO THE COUNCIL BY THE GOVERNOR, HAS PRIMARY RESPONSIBILITY FOR RECOMMENDING TO THE GOVERNOR RULES AND REGULATIONS WHICH PERTAIN TO LAW ENFORCEMENT TRAINING THROUGHOUT THE STATE. THE BUREAU FOR MUNICIPAL POLICE CURRENTLY FUNCTIONS AS THE OPERATIONAL ARM FOR THE COMMISSIONER OF THE DIVISION OF CRIMINAL JUSTICE SERVICES IN THE AREA OF POLICE TRAINING AND OF PROVIDING ADMINISTRATIVE SURVEYS TO LOCAL LAW ENFORCEMENT AGENCIES THROUGHOUT THE STATE. IT SERVES ALSO AS THE SECRETARIAT FOR THE MUNICIPAL POLICE TRAINING COUNCIL. THE STRUCTURE, MEMBERSHIP, AND OPERATIONS OF THESE TWO ORGANIZATIONS ARE DISCUSSED. IN AN OVERVIEW OF EXISTING LAW ENFORCEMENT TRAINING CONDITIONS, IT IS NOTED THAT THERE ARE THOUSANDS OF POLICE OFFICERS, BOTH FULL AND PART TIME, WHO HAVE RECEIVED LITTLE OR NO TRAINING IN THE BASIC DUTIES AND RESPONSIBILITIES OF POLICING. MOST OF THESE POLICE OFFICERS WORK IN RURAL OR SMALL MUNICIPAL AGENCIES. A MASTER PLAN FOR LAW ENFORCEMENT TRAINING THROUGHOUT THE STATE INVOLVES THE CREATION OF A TRAINING STRUCTURE AND THE IMPLEMENTATION OF A CAREER TRAINING PROGRAM TO MEET LAW ENFORCEMENT NEEDS STATEWIDE. UNDER THE PROPOSED MASTER PLAN, THE STATUS AND CREDIBILITY OF THE BUREAU FOR MUNICIPAL POLICE WILL BE SIGNIFICANTLY ENHANCED AND A LARGE MEASURE OF LOCAL CONTROL WILL BE ACCOMPLISHED THROUGH THE DELEGATION OF AN IMPORTANT ROLE TO REGIONAL COORDINATING BOARDS. THESE BOARDS WILL ASSIST IN THE SELECTION OF THE TRAINING STAFF, MONITOR AND APPROVE FISCAL SPENDING, APPROVE ANNUAL TRAINING PLANS OF LOCALITIES IN ITS REGION, AND RECOMMEND SPECIFIC TRAINING TO MEET LOCAL NEEDS. THE IMPLEMENTATION OF THE MASTER PLAN IS DISCUSSED. APPENDIXES INCLUDE SAMPLE INSTRUMENTS AND NATIONWIDE AND STATEWIDE DATA COLLECTED USING QUESTIONNAIRES AND SURVEYS ON POLICE TRAINING.

Sponsoring Agencies: NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203; US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

10. **R. N. HARRIS. POLICE ACADEMY—AN INSIDE VIEW.** 215 p. 1973. **NCJ-10713**

SOCIOLOGICAL ANALYSIS OF POLICE RECRUITS, THEIR INSTRUCTORS, AND POLICE WORK, BASED ON THE AUTHOR'S PARTICIPANT OBSERVATION IN A POLICE TRAINING ACADEMY. FROM HIS EXPERIENCE AS A CIVILIAN PARTICIPANT IN A POLICE TRAINING ACADEMY CLASS, RICHARD HARRIS HAS FORMULATED A SOCIOLOGICAL ANALYSIS OF POLICE RECRUITS, THEIR INSTRUCTORS, AND POLICE WORK IN GENERAL. THE ANALYSIS CONCENTRATES ON THE RELATION OF POLICE TRAINING TO POLICE DEFENSIVENESS, PROFESSIONALIZATION, AND DEPERSONALIZATION. IT INDICATES A SIGNIFICANT CAUSAL RELATIONSHIP BETWEEN THESE SOCIOLOGICAL FACETS OF TRAINING AND THE SOLIDARITY AND GROUP PERSONALITY WHICH POLICEMEN DEMONSTRATE IN ALL AREAS OF POLICE WORK. THE AUTHOR FINDS SERIOUS IDEOLOGICAL DISCREPANCIES BETWEEN ACADEMY TRAINING AND IN-THE-FIELD POLICE WORK WHICH CAUSE CONFUSION FOR POLICE OFFICERS OVER THEIR PROPER SELF-IMAGE, THE EFFICACY AND RELEVANCE OF THEIR FORMAL TRAINING, AND THE GENERAL POLICE ROLE. HARRIS CONCLUDES WITH SOME SPECIFIC RECOMMENDATIONS CONCERNING THE PROCESS AND STRUCTURE OF POLICE TRAINING. LECTURES AND TECHNICAL COURSES SHOULD BE REPLACED WITH DISCUSSION SESSIONS AND READING ASSIGNMENTS THAT TOUCH UPON IMPORTANT CONTEMPORARY SOCIAL ISSUES. POLICE DEPARTMENTS SHOULD COMMIT THEMSELVES TO PROVIDING MORE TIME, MONEY, AND PERSONNEL TO THEIR TRAINING PROGRAMS, AND DURING HIS PROBATION PERIOD THE RECRUIT SHOULD RECEIVE ADDITIONAL, STRUCTURED PRACTICAL TRAINING FROM HAND-PICKED SUPERVISORY PATROLMEN.

Availability: JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK NY 10016.

11. **R. E. HOLLADY. CADET SYSTEM.** 62 p. 1967. **NCJ-09888**

GENERAL INFORMATION ON POLICE CADET PROGRAMS, ADVANTAGES AND DISADVANTAGES, TRAINING GOALS, AND INHERENT PROBLEMS OF SUCH PROGRAMS. AN INDUCTION SYSTEM FOR NON-CADET EMPLOYEES OF A POLICE DEPARTMENT IS DESCRIBED. THIS PROGRAM PROVIDES POSSIBLE CANDIDATES FOR POLICE SERVICE, WITH GENERAL EXPOSURE TO POLICE WORK, BUT NOT SPECIFIC TRAINING OF A CADET SYSTEM. THE APPLICATION OF THE MANPOWER DEVELOPMENT TRAINING ACT TO POLICE RECRUITMENT AND TRAINING PROGRAMS IS EXPLAINED, AND SPECIAL REFERENCE IS MADE TO A PROGRAM INSTITUTED IN CONJUNCTION WITH THE NEW YORK CITY POLICE DEPARTMENT. THE AUTHOR OFFERS A RATIONALE FOR REDUCING THE ENTRANCE LEVEL MINIMUM AGE RESTRICTION FROM 21 TO 18.

Sponsoring Agency: US PRESIDENT'S COMMISSION ON LAW ENFORCEMENT AND ADMINISTRATION OF JUSTICE.

12. **W. G. HORN. STUDY OF POLICE RECRUIT TRAINING PROGRAMS AND THE DEVELOPMENT OF THEIR CURRICULA.** 214 p. 1975. **NCJ-31682**

THIS STUDY DESCRIBES NINE INNOVATIVE POLICE RECRUIT TRAINING PROGRAMS WITH EMPHASIS ON THOSE ELEMENTS DEALING DIRECTLY WITH THE POLICE SERVICE FUNCTION, AS WELL AS WITH CURRICULUM DEVELOPMENT PROCEDURES. THE NINE TRAINING PROGRAMS, WHOSE OFFICES WERE VISITED BY THE AUTHOR, INCLUDE BOSTON, CHICAGO, CINCINNATI, LOS ANGELES POLICE AND SHERIFF'S DEPARTMENTS, OAKLAND, SEATTLE, WASHINGTON (DC), AND DAYTON/MONTGOMERY COUNTY (OH). THE FINDINGS OF THESE VISITS ARE REPORTED IN THE FOLLOWING DESCRIPTIVE FORMAT: THE MAJOR CHARACTERISTICS OF THE PROGRAM; THE SUBJECT MATTER IN THE CURRICULUM, WITH PARTICULAR ATTENTION TO THOSE SUBJECTS THAT PREPARE THE RECRUIT FOR HIS SERVICE ROLE; AND A DISCUSSION OF RECENT CHANGES IN THE CURRICULUM, INCLUDING THE PROCEDURES USED TO BRING ABOUT THE CHANGE. THE MAJOR UNIQUENESSES OF THE PROGRAMS STUDIED WERE IDENTIFIED AS INTEGRATION OF CLASSROOM AND FIELD EXPERIENCES THROUGHOUT THE TRAINING PERIOD FOUND IN TWO PROGRAMS; USE OF SELFPACED, MULTI-MEDIA INSTRUCTIONAL METHODS AT THREE PROGRAMS STUDIED; INCLUSION OF INTERPERSONAL AWARENESS AND HUMAN RELATIONS TRAINING IN THE MAJORITY OF THE PROGRAMS STUDIED; EMPHASIS ON LONGER CONTROL OVER THE OFFICER BY THE TRAINING PROGRAMS AS FOUND IN TWO PROGRAMS STUDIED; AND CONTINU-

ATION OF TRAINING THROUGHOUT THE OFFICER'S CAREER AS FOUND PARTICULARLY IN ONE OF THE PROGRAMS STUDIED. THE METHODS USED BY THE VARIOUS TRAINING PROGRAMS IN PLANNING, DEVELOPING, AND IMPLEMENTING THE CURRICULUM CHANGES VARIED FROM ONE PROGRAM TO ANOTHER, WITH VERY LITTLE DUPLICATION. (AUTHOR ABSTRACT)

Supplemental Notes: MICHIGAN STATE UNIVERSITY—DISSERTATION.

13. **R. J. JACKSON. CANADIAN ASSOCIATION OF CHIEFS OF POLICE—SELECTION AND TRAINING OF POLICE OFFICERS—PHASE 1.** CANADIAN ASSOCIATION OF CHIEFS OF POLICE, SUITE 1002, 116 ALBERT STREET, OTTAWA, ONTARIO K1P 5G3, CANADA. 80 p. 1974. Canada. **NCJ-17905**

THIS MANUAL PRESENTS AN OVERVIEW OF THE EXISTING TRAINING PROGRAMS AND AVAILABLE LEVELS OF TRAINING FOR TRAINING PROGRAMS WITHIN POLICE AGENCIES, COMMUNITY COLLEGES, AND UNIVERSITIES. INFORMATION ON THE POLICE AGENCY TRAINING PROGRAMS WAS COLLECTED BY MEANS OF AN OPEN-ENDED FORM LETTER SENT TO A REPRESENTATIVE SAMPLING OF MUNICIPAL POLICE FORCES. THE FORM WAS DIVIDED INTO THREE AREAS—RECRUIT TRAINING INSERVICE SPECIAL TRAINING, AND OUTSIDE TRAINING FACILITIES. INFORMATION WAS ALSO SOLICITED ON SOURCES OF TRAINING, TRAINING PROCEDURE, STANDARDS AND SELECTION PROCEDURE, COURSE CONTENT AND HOURS INVOLVED, INSTRUCTORS, AND PARTICIPATION PER ANNUM. OVERALL RESPONSE WAS 71 PERCENT. A NARRATIVE SUMMARY OF THESE RESULTS IS FIRST PROVIDED. IN GENERAL, THE SMALLER AGENCIES WERE FOUND TO RELY ON OUTSIDE AGENCIES FOR TRAINING. CHARTS INDICATING RESPONSES FOR EACH AGENCY ARE PROVIDED. BRIEF GENERAL DESCRIPTIONS OF CANADIAN TRAINING CENTERS AND THE CURRICULA OF THESE CENTERS ARE INCLUDED. MINIMUM STANDARDS FOR POLICE SELECTION ARE INDICATED AS WELL. A COMPREHENSIVE INVENTORY OF PRE-EMPLOYMENT, CONCURRENT AND SPECIALIZED POLICE TRAINING PROGRAMS SPONSORED BY COMMUNITY COLLEGES IS GIVEN. FINALLY, UNIVERSITY LAW ENFORCEMENT PROGRAMS ARE LISTED.

Availability: NCJRS MICROFICHE PROGRAM.

14. **J. JUNGER-TAS. BASIC POLICE TRAINING AND POLICE PEFORMANCE IN THE NETHERLANDS.** MINISTERIE VAN JUSTITIE, PLEIN 2B, 'S GRAVENHAGE, NETHERLANDS. 32 p. 1977. Netherlands. **NCJ-48524**

POLICING TECHNIQUES IN SEVERAL DISTRICTS WERE STUDIED IN AN EFFORT TO DETERMINE THE ADEQUACY OF POLICE TRAINING METHODS IN RELATION TO ACTUAL POLICE WORK IN THE NETHERLANDS. THE STUDY WAS INITIATED IN RESPONSE TO DISSATISFACTION WITH POLICE WORK, ESPECIALLY IN THE AREAS OF CRIME SOLVING, PUBLIC ORDER MAINTENANCE, AND POLICE/COMMUNITY RELATIONS. OBSERVATIONAL METHODS AND SEPARATE SURVEYS RELATING TO WORKING TIME AND POLICE BEHAVIOR WERE UTILIZED. THE STUDY WAS CONDUCTED OVER A 2-WEEK PERIOD, AND INCLUDED 1 LARGE CITY DISTRICT, 1 MEDIUM CITY DISTRICT, AND 2 RURAL SUBDISTRICTS. IT WAS FOUND THAT: (1) THE UNIFORMED POLICE SPEND ABOUT TWO-THIRDS OF THEIR TIME WORKING ON PATROL AND ONE-THIRD AT THE STATION; (2) ABOUT ONE-THIRD OF TOTAL PATROL TIME IS DEVOTED TO INCIDENTS, WHILE ABOUT TWO-THIRDS IS SPENT IN PREVENTIVE PATROL; (3) MORE THAN ONE-HALF OF ALL INCIDENTS CONCERN TRAFFIC CONTROL, ACCIDENTS, AND INFRACTIONS; (4) ONE-FIFTH OF POLICE CONTACTS INVOLVE CITIZEN QUERIES; (5) POLICE HAVE MORE CONTACT WITH THE GENERAL POPULATION IN RURAL AREAS, FACILITATING BETTER PROBLEM SOLVING; (6) ONLY FIVE PERCENT OF ALL CONTACTS WERE CRIME RELATED; (7) LONG-HAIRED, COLORED, AND 'UNTIDY' PERSONS TEND TO ACT IN A MORE AGGRESSIVE AND HOSTILE MANNER TOWARDS POLICE, AND POLICE APPROACH THESE TYPES WITH A MORE AUTHORITARION AND LESS POLITE ATTITUDE; (8) POLICE AND CITIZEN BEHAVIOR ARE HIGHLY CORRELATED: AND (9) EVIDENCES OF UNDUE ABUSES OF POWER ARE RARELY FOUND. IT IS RECOMMENDED THAT MORE PRACTICAL TRAINING BE INITIATED IN INTERACTION SKILLS TO IMPROVE POLICE-CITIZEN RELATIONS, PARTICULARLY WITH MINORITIES, AND FURTHER THAT REVISED METHODS FOR SOLVING CONFLICTS BE TAUGHT. RECRUITS NEED A MORE REALISTIC VIEW OF WHAT CONSTITUTES THE ESSENTIAL TASK OF THE POLICING, WITH MORE EMPHASIS ON THE SCOPE OF THEIR DISCRETIONARY POWER. TABULAR DATA ARE APPENDED. ELEMENTS OF THE POLICE TRAINING CURRICULUM ARE IDENTIFIED.

Availability: NCJRS MICROFICHE PROGRAM.

15. **J. JUNGER-TAS. BASIC TRAINING AND PATROL WORK EVALUATED BY POLICE OFFICERS.** SWEDEN JUSTITIEDEPARTEMENTET. 30 p. 1978. Sweden. **NCJ-53095**

THE OPINIONS AND ATTITUDES OF RECRUITS AND NEW POLICE OFFICERS TOWARD THEIR JOBS AND THEIR TRAINING ARE ASSESSED AS PART OF AN EVALUATION OF BASIC POLICE TRAINING IN HOLLAND. HOLLAND'S MUNICIPAL AND NATIONAL POLICE ARE TRAINED SEPARATELY, BUT THE SAME CURRICULUM IS USED BY BOTH FORCES. TRAINING LASTS 1 YEAR AND STRESSES KNOWLEDGE OF THE PENAL LAW AND THE LIMITS OF POLICE POWER, SPEAKING AND WRITING ABILITY, PHYSICAL CONDITIONING, INTERACTION SKILLS IN POLICE-CITIZEN ENCOUNTERS, UNDERSTANDING OF SOCIAL PROBLEMS, AND RECOGNITION OF DIFFERENT VALUE SYSTEMS. THREE OF THE 10 BASIC TRAINING SCHOOLS PARTICIPATED IN THE EVALUATION, IN WHICH QUESTIONNAIRES WERE ADMINISTERED TO 359 RECRUITS ON THEIR FIRST DAY OF TRAINING, TO 216 OTHER RECRUITS AT THE END OF TRAINING, AND AGAIN TO THE SECOND GROUP AFTER THEY HAD BEEN ON THE JOB FOR 7 TO 10 MONTHS. THE NEW RECRUITS AND TRAINED RECRUITS GENERALLY HELD SIMILAR VIEWS ON JOB MOTIVATION, REQUIREMENTS, AND EXPECTATIONS--AN INDICATION THAT RECRUITS ENTER POLICE SCHOOL WITH A FAIRLY REALISTIC ATTITUDE. FACTORS CONTRIBUTING TO THIS ATTITUDE MAY INCLUDE, (1) THE FACT THAT MANY RECRUITS HAVE RELATIVES ON THE FORCE; (2) THE TENDENCY OF RECRUITS TO GIVE CONSIDERABLE THOUGHT TO THEIR CHOICE OF PROFESSION; AND (3) POLICE INFORMATION, RECRUITING, AND ADMISSION POLICIES. TRAINING APPEARS TO HAVE RELATIVELY LITTLE EFFECT ON THE VIEWS OF RECRUITS, ALTHOUGH TRAINED RECRUITS TEND TO SEE POLICE WORK AS MORE DIVERSE AND MORE DIFFICULT THAN DO NEW RECRUITS. TRAINED RECRUITS ALSO TEND TO VIEW THEIR POWERS AS MORE LIMITED THAN THEY HAD EXPECTED AS NEW RECRUITS. HOWEVER, ONCE THEY BEGIN PATROL DUTIES, THE NEW OFFICERS FIND THEY ACTUALLY HAVE MORE DISCRETIONARY POWER THAN THEIR TRAINING IMPLIED AND ARE CRITICAL OF THE TRAINING PROGRAM'S FAILURE TO PREPARE THEM TO EXERCISE THIS DISCRETION. THE TRAINING PROGRAM APPEARS NOT TO PREPARE RECRUITS TO ACCEPT THEIR SERVICE ROLE AS WELL AS THEIR CRIME-FIGHTING AND ORDER MAINTENANCE ROLES. IN ADDITION, NEW OFFICERS FEEL INADEQUATELY PREPARED FOR THEIR EXTENSIVE PEACE-KEEPING CONTACTS WITH ETHNIC MINORITIES, DRUG ABUSERS, ALCOHOLICS, AND JUVENILES. SUPPORTING DATA ARE INCLUDED.

Availability: NCJRS MICROFICHE PROGRAM.

16. **T. W. KRAMER and L. J. WAGNER. STATUTORY PROVISIONS REGARDING ENTRY-LEVEL TRAINING OF PEACE OFFICERS—POLICE SERVICES STUDY TECHNICAL REPORT.** INDIANA UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE, MORGAN HALL 121, BLOOMINGTON IN 47401. 23 p. 1976. **NCJ-36784**

THIS REPORT FOCUSES ON STATE LEGISLATION AND STATE ADMINISTRATIVE RULES AND REGULATIONS IN EFFECT AS OF JUNE 30, 1974, INCLUSIVE. STATE-BY-STATE TABULAR AND CHARTED DATA ARE PRESENTED ON STATUTORILY DEFINED MINIMUM TRAINING HOUR REQUIREMENTS, THE TIME IN WHICH TRAINING MUST BE COMPLETED, EXCEPTIONS TO TRAINING REQUIRE-

MENTS, EXEMPTIONS AND WAIVERS, AND PROVISIONS FOR REIMBURSEMENT OF TRAINING EXPENSES. INFORMATION IS ALSO PROVIDED ON THE COUNCIL OR AGENCY IN EACH STATE RESPONSIBLE FOR ADMINISTERING AND OVERSEEING COMPLIANCE WITH TRAINING REQUIREMENTS AND ON THE POWERS GRANTED TO THESE COUNCILS.

Sponsoring Agency: NATIONAL SCIENCE FOUNDATION, 1800 G STREET, NW, WASHINGTON DC 20550.

Availability: NCJRS MICROFICHE PROGRAM.

17. **J. L. KUYKENDALL. TOWARD AN INTEGRATED-PROFESSIONAL MODEL OF ADMINISTRATION OF JUSTICE EDUCATION.** CALIFORNIA PEACE OFFICERS ASSOCIATION, 800 FORUM BUILDING, SACRAMENTO CA 95814. *JOURNAL OF CALIFORNIA LAW ENFORCEMENT,* V 10, N 3 (JANUARY 1976), P 103-109.

NCJ-34535

THIS PAPER REVIEWS THE PREVIOUS EFFORTS REGARDING THE IDENTIFICATION OF CURRICULUM MODELS FOR LAW ENFORCEMENT; BASED ON FEATURES OF THESE MODELS, A NEW CURRICULUM MODEL CALLED THE INTEGRATED-PROFESSIONAL MODEL IS OUTLINED. SYNTHESIZING THE CURRICULUM MODELS FOUND IN LAW ENFORCEMENT EDUCATION LITERATURE, THE AUTHOR PROPOSES FIVE BASIC CURRICULUM TYPES: TECHNICAL, INTEGRATED PROFESSIONAL, MIXED PROFESSIONAL, STUDIES, AND GENERAL MIXED. THESE CURRICULUM TYPES RANGE FROM PURELY TECHNICAL TO PURELY ABSTRACT INSTRUCTION. THE INTEGRATED PROFESSIONAL MODEL, CONSIDERED TO BE THE MOST APPROPRIATE FOR LAW ENFORCEMENT BY THE AUTHOR, INVOLVES INSTRUCTION IN BOTH THEORETICAL AND PRACTICAL ASPECTS OF LAW ENFORCEMENT. THE OBJECTIVES OF THIS CURRICULUM MODEL ARE LISTED, AND A DETAILED OUTLINE OF THE COURSES AND LEVELS APPROPRIATE FOR THIS TYPE OF CURRICULUM IS PROVIDED.

18. **J. H. MCNAMARA. ROLE LEARNING FOR POLICE RECRUITS—SOME PROBLEMS IN THE PROCESS OF PREPARATION FOR THE UNCERTAINTIES OF POLICE WORK.** 303 p. 1967. **NCJ-07251**

ORGANIZATIONAL AND SOCIAL PSYCHOLOGICAL PROBLEMS OF PREPARING RECRUITS FOR THE UNCERTAINTIES OF POLICE WORK IN THE NEW YORK CITY POLICE DEPARTMENT. UNCERTAINTIES ARE THOSE STEMMING FROM QUESTIONS OF THE LEGALITY OF POLICE ACTIONS, THE LEVEL OF PRESTIGE ASSIGNED TO THE ROLE OF THE POLICE OFFICER, THE NATURE OF INTERPERSONAL STRATEGIES EFFECTIVE IN POLICE WORK AND THE ORGANIZATIONAL FACTORS IN THE DEPARTMENT. THE SELF-ADMINISTERED QUESTIONNAIRES WERE GIVEN TO APPROXIMATELY 700 POLICE RECRUITS AT VARYING STAGES DURING THEIR FORMAL TRAINING IN THE POLICE ACADEMY AND AT PERIODS OF ONE AND TWO YEARS FOLLOWING THEIR GRADUATION. MANY GAINS MANAGED IN THE FORMAL TRAINING TENDED TO DISAPPEAR OR BE REVERSED IN THE FIELD WHERE CONDITIONS ARE OFTEN AT VARIANCE WITH THE CONTENT OF THE RECRUIT TRAINING PROGRAM. ANALYSIS OF THE MODEL FOR THE DEPARTMENT AND THE ACADEMY LEADS TO THE CONCLUSION THAT THE MODEL IS INAPPROPRIATE FOR THE PERFORMANCE AT THE PATROLMAN LEVEL. THE ATTEMPT TO MAINTAIN AN APPEARANCE OF CLOSE SUPERVISION AND THE USE OF NEGATIVE SANCTIONS SUBVERT THE DEVELOPMENT OF SELF-DIRECTING AND AUTONOMOUS POLICE OFFICERS. THE COEXISTENCE OF INFORMAL AND FORMAL ORGANIZATIONS IN THE DEPARTMENT CREATES A PROBLEM IN THE ROLE-LEARNING PROCESS FOR RECRUITS. POLICE INACTIVITY IS SEEN AS ONE OF THE RESULTS. ORGANIZATIONAL LOYALTY AND INNOVATION ARE SEEN AS PROBLEMS EXACERBATED IN THE TRAINING OF POLICE RECRUITS. THE IN-HOUSE TRAINING DOES NOT SOLVE THE PROBLEMS IT APPEARS TO BE CAPABLE OF SOLVING. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: UNPUBLISHED DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106.

19. **H. G. MILLER and J. R. VERDUIN JR. ADULT EDUCATOR—A HANDBOOK FOR STAFF DEVELOPMENT.** GULF PUBLISHING COMPANY, BOX 2608, HOUSTON TX 77001. 190 p. 1979. **NCJ-57061**

THIS TEXT ON STAFF DEVELOPMENT FOR ADULT EDUCATORS SUGGESTS SOME THEORETICAL CONSTRUCTS AND THEN DESCRIBES PRACTICAL SUGGESTIONS FOR THE SELF-IMPROVEMENT PROCESS. AFTER AN INTRODUCTORY CHAPTER ON STAFF DEVELOPMENT, THE TEXT BRINGS ATTENTION TO PROFESSIONAL BEHAVIOR, HOW IT CHANGES, AND THE IMPLICATIONS FOR AN INDIVIDUAL APPROACH TO STAFF DEVELOPMENT. THEN IT REVIEWS THE ADMINISTRATIVE CONDITIONS NECESSARY TO FOSTER STAFF DEVELOPMENT AND GROWTH FOR PROFESSIONAL PEOPLE, I.E., DEMOCRATIC LEADERSHIP, APPROPRIATE RESOURCES AND WORKING FACILITIES, INVOLVEMENT OF PROFESSIONAL STAFF MEMBERS IN INTELLECTUAL PURSUITS, ACKNOWLEDGEMENT OF EFFORT, COMPENSATION TO ALLOW FOR SELF-IMPROVEMENT, REWARD SYSTEMS FOR ACCOMPLISHMENT, COMMUNICATIONS, AND CLIMATE BUILDING. ASSESSMENT OF STAFF NEEDS AND PLANNING STAFF DEVELOPMENT ACTIVITIES IS AN IMPORTANT PHASE OF STAFF DEVELOPMENT. NEEDS ASSESSMENT MAY BE A SELF-ASSESSMENT, A PEER ASSESSMENT, OR AN EXTERNAL ASSESSMENT, BUT ALL THREE GENERALLY FOCUS ON EXPECTATIONS, JOB BEHAVIORS BEING PERFORMED, JOB PROGRAM ACHIEVEMENTS, COMPILATION OF PERFORMANCE AND PROGRAM NEEDS, AND THE DETERMINATION OF STAFF DEVELOPMENT ACTIVITIES TO RESOLVE NEEDS. SAMPLE FORMS FOR RECORDING ASSESSMENT DATA ARE PRESENTED AS WELL AS SAMPLE NEEDS AND OBJECTIVES FOR THE PLANNING PROCESS. FROM THIS POINT ON, THE TEXT TURNS TO ALTERNATIVE WAYS IN WHICH ADULT AND CONTINUING EDUCATION PROFESSIONALS, AS WELL AS OTHERS, MAY GAIN NEW EXPERIENCES TO ENHANCE THEIR GROWTH AND DEVELOPMENT AND THUS BECOME MORE EFFECTIVE. THE FOLLOWING ALTERNATIVES ARE INCLUDED: LEARNING STRUCTURES FOR STAFF DEVELOPMENT PROGRAMMING (BOTH INFORMAL AND FORMAL LEARNING AND EDUCATION FOR STAFF DEVELOPMENT); PROGRAM IMPROVEMENT PROCESSES (PLANNING, GROUP WORK, PERSONAL AND GROUP THINKING, LITERATURE REVIEWS, SURVEYS, ACTION RESEARCH, AND CONSULTANT ASSISTANCE); COLLEGE AND UNIVERSITY WORK; VISITATIONS, FIELD EXPERIENCES, AND FURLOUGHS; THE USE OF CONSULTANTS; AND SUPPORT SYSTEMS FOR STAFF DEVELOPMENT IN ADULT LEARNING. THE FINAL CHAPTER EXAMINES INDIVIDUAL SELF-IMPROVEMENT FOR PROFESSIONALS AND INCLUDES A DISCUSSION OF SPECIALIZATION, EXPERIMENTATION, PARTICIPATION IN ACTIVITIES, MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS, AND IDENTIFICATION OF INCENTIVES. CHAPTERS ARE FOLLOWED BY SELECTED BIBLIOGRAPHIES AND AN INDEX IS PROVIDED FOR THE TEST.

Supplemental Notes: PART OF THE BUILDING BLOCKS OF HUMAN POTENTIAL SERIES.

Availability: GULF PUBLISHING COMPANY, BOX 2608, HOUSTON TX 77001.

20. **D. G. MONROE and E. W. GARRETT. WICKERSHAM COMMISSION REPORTS, NO 14—REPORT ON POLICE—POLICE CONDITIONS IN THE UNITED STATES.** 144 p. 1968. **NCJ-44552**

THE STATE OF POLICE DEPARTMENTS IN 1931 IS EXAMINED, WITH PARTICULAR EMPHASIS ON DEFICIENCIES IN ORGANIZATION, RECRUITMENT, TRAINING, AND PERFORMANCE, AND HOW THESE PROBLEMS MIGHT BE CORRECTED. PROBLEMS RELATING TO THE POLICE EXECUTIVE (CHIEF) ARE DISCUSSED, PARTICULARLY THE RELATIONSHIP OF POLITICS AND THE EXECUTIVE. THE FACT THAT POLICE CHIEFS ARE POLITICALLY APPOINTED RESULTS IN UNCERTAIN TERMS OF OFFICE AND FREQUENT CHANGES IN LEADERSHIP. CONSEQUENTLY, CHIEFS ARE OFTEN UNFAMILIAR WITH THE LARGER PROBLEMS OF THEIR DEPARTMENTS, MANY ARE NOT TRULY QUALIFIED FOR THE POSITION, AND THERE IS A NEGATIVE INFLUENCE ON OFFICER MORALE. WITH REGARD TO RECRUITMENT OF POLICE OFFICERS, IT IS

DEMONSTRATED THAT CONSIDERATION OF THE BASIC INTELLIGENCE OF THE RECRUIT AND A SYSTEMATIC TRAINING PROGRAM ARE ESSENTIAL, YET THEY HAVE BEEN NEGLECTED. POLICE COMMUNICATIONS ARE DISCUSSED, WITH THE IMPORTANCE OF A MODEL SIGNAL NETWORK TO EFFECTIVE POLICE WORK. THROUGH RAPID COMMUNICATION, POLICE CAN BE ADVISED OF THE COMMISSION OF A CRIME, DETAILS OF THE OFFENDER, AND WHERE TO CONCENTRATE IN THE INVESTIGATION. KEEPING UNIFORM AND ACCURATE RECORDS IS ESSENTIAL TO THE INVESTIGATION OF INDIVIDUAL CASES AS WELL AS THE FORMATION OF POLICE STRATEGY AND EXPRESSION OF THE POLICY OF THE DEPARTMENT. SOME EFFECTS OF INADEQUATE RECORDKEEPING IN DIFFERENT CITIES ARE POINTED OUT. PREVENTION OF CRIME AS A NEWLY RECOGNIZED OBLIGATION OF THE POLICEMAN IS DISCUSSED. THE PLACE OF THE WOMAN POLICE OFFICE IS PRESENTED IN RELATION TO HER DISTINCTIVE CONTRIBUTION TO CRIME PREVENTION. THE PROBLEM OF THE JUVENILE DELINQUENT IS ALSO CONSIDERED. VARIOUS POLICE JURISDICTIONS (STATE AND MUNICIPAL), THEIR CONTACTS WITH EACH OTHER, AND THEIR RELATION TO THE CONTROL OF CRIME ARE DISCUSSED. LIMITATIONS AND ADVANTAGES OF LOCAL POLICE ARE EXPLORED, AND EMPHASIS IS PLACED UPON THE NEED FOR A STATE AND NATIONAL CLEARINGHOUSE FOR POLICE INFORMATION.

Supplemental Notes: PATTERSON SMITH REPRINT SERIES IN CRIMINOLOGY, LAW ENFORCEMENT, AND SOCIAL PROBLEMS.

Availability: PATTERSON SMITH, 23 PROSPECT TERRACE, MONTCLAIR NJ 07042.

21. **NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS. POLICE—REPORT OF THE NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS, 1973.** 687 p. 1973.
NCJ-10858

SUGGESTIONS FOR OVERALL IMPROVEMENT IN DELIVERY OF POLICE SERVICES FOR GREATER PROTECTION AGAINST CRIME. THE NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS CONSIDERS THE PATROLMAN THE PRIMARY FORCE IN REDUCING AND PREVENTING CRIME AND THUS DIRECTS ITS REPORT RECOMMENDATIONS TOWARD INCREASING POLICE EFFECTIVENESS. SUGGESTIONS FOR IMPROVEMENTS IN POLICE FUNCTIONS ARE PRESENTED IN THE AREAS OF WORKING WITH THE COMMUNITY, PLANNING AND ORGANIZATION, TECHNOLOGY AND SUPPORT SERVICES, FISCAL MANAGEMENT, AND COORDINATION WITH OTHER CRIMINAL JUSTICE AGENCIES. THESE PROPOSALS APPEAR IN THE FORM OF MORE THAN 120 SPECIFIC STANDARDS AND RECOMMENDATIONS THAT SPELL OUT WHERE, WHY, AND HOW THESE IMPROVEMENTS CAN AND SHOULD BE MADE IN THE POLICE SEGMENT OF THE CRIMINAL JUSTICE SYSTEM. REPORT ON POLICE IS A REFERENCE WORK FOR THE PRACTITIONER--PATROLMAN TO POLICE CHIEF--AS WELL AS FOR THE INTERESTED LAYMAN. BEFORE IMPLEMENTING ANY OF THE CHANGES ADVOCATED, POLICE DEPARTMENTS ARE ADVISED TO DETAIL THE LEGAL LIMITS OF POLICE AUTHORITY AND DEVELOP GUIDELINES FOR THE EXERCISE OF THAT AUTHORITY. IN ORDER TO IMPROVE COOPERATION BETWEEN THE POLICE AND THE COMMUNITY IT IS SUGGESTED THAT POLICE AGENCIES ESTABLISH A SPECIALIZED UNIT FOR MAINTAINING COMMUNICATION WITH CITIZENS. EACH POLICE DEPARTMENT SHOULD ENCOURAGE AND PARTICIPATE IN NEIGHBORHOOD SECURITY PROGRAMS AND ESTABLISH PROCEDURES TO FACILITATE PROCESSING OF COMPLAINTS. SUGGESTIONS FOR MORE EFFECTIVE UTILIZATION OF MANPOWER INCLUDE CONTINUED CONSOLIDATION, STRICTER PERSONNEL REQUIREMENTS, INCREASED EMPLOYEE BENEFITS, AND THE EMPLOYMENT OF MORE WOMEN, MINORITIES, AND CIVILIANS IN POLICE WORK.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: SUPERINTENDENT OF DOCUMENTS GPO—PHILADELPHIA, PUBLIC DOCUMENTS DISTRIBUTION, CENTER, 5801 TABOR AVENUE, PHILADELPHIA, PA 19120 Stock Order No. 2700-00174; NTIS Accession No. PB 230 029/AS; NCJRS MICROFICHE PROGRAM.

22. **NATIONAL PLANNING ASSOCIATION, 1606 NEW HAMPSHIRE AVENUE, NW, WASHINGTON DC 20009. NATIONAL MANPOWER SURVEY OF THE CRIMINAL JUSTICE SYSTEM, V 5—CRIMINAL JUSTICE EDUCATION AND TRAINING—NOVEMBER 1976.** 622 p. 1976.
NCJ-43742

FEDERAL, STATE, LOCAL, AND PRIVATE COLLEGE AND UNIVERSITY CRIMINAL JUSTICE PROGRAMS ARE EXAMINED IN DETAIL IN THIS TWO-PART STUDY; STRENGTHS, WEAKNESSES, AND RECOMMENDATIONS FOR IMPROVEMENT ARE GIVEN FOR EACH. AS A RESULT OF A MASSIVE INFUSION OF FEDERAL FUNDS, CRIMINAL JUSTICE EDUCATION HAS INCREASED TENFOLD BETWEEN 1965 AND 1975, FROM APPROXIMATELY 125 COLLEGE AND UNIVERSITY COURSES TO 1,245. IN ADDITION, INDIVIDUAL POLICE DEPARTMENT TRAINING PROGRAMS HAVE MULTIPLIED. THE FEDERAL BUREAU OF INVESTIGATION HAS EXPANDED ITS TECHNICAL TRAINING PROGRAMS FOR LOCAL POLICE. MANY STATES RUN TRAINING PROGRAMS FOR SMALLER DEPARTMENTS. THIS RAPID EXPANSION HAS BROUGHT A VARIETY OF PROBLEMS, INCLUDING LACK OF DIRECTION FOR THE ACADEMIC PROGRAMS, A LACK OF ATTENTION TO MANAGEMENT DEVELOPMENT FOR POLICE SUPERVISORS, AND UNCERTAIN STANDARDS FOR ACCREDITATION. AN OVERVIEW OF CURRENT PROGRAMS FOR AN ASSOCIATE DEGREE, A BACHELOR'S DEGREE, AND A GRADUATE DEGREE IN CRIMINAL JUSTICE IS PRESENTED. OTHER PROGRAMS SURVEYED INCLUDE THE LAW ENFORCEMENT EDUCATION PROGRAM, MANAGEMENT TRAINING AND EDUCATION PROGRAMS, THE VARIOUS FBI COURSES, LAW ENFORCEMENT ACADEMIES (WITH A CHART SHOWING DISTRIBUTION BY STATE), LAW SCHOOL CRIMINAL JUSTICE EDUCATION, AND PROFESSIONAL EDUCATION IN CORRECTIONS. IT IS CONCLUDED THAT LAW SCHOOLS GIVE INADEQUATE EMPHASIS TO CRIMINAL LAW AND PROCEDURES. CRIMINAL LAW AND RELATED CRIMINAL JUSTICE PROGRAMS ACCOUNTED FOR ABOUT 6 PERCENT OF NONSEMINAR COURSES AND 12 PERCENT OF SEMINAR COURSES IN LAW SCHOOLS IN 1975. CONTINUING LEGAL EDUCATION IS THE MAIN SOURCE OF TRAINING FOR CRIMINAL LAWYERS, JUDGES, AND PROSECUTORS. A SIMILAR SITUATION EXISTS IN CORRECTIONS. FEW SCHOOLS OFFER MORE THAN TOKEN COURSES IN CRIMINOLOGY AND ONLY ABOUT 4 TO 5 PERCENT OF CORRECTIONS WORKERS HAVE BEEN WELL-TRAINED IN SOCIAL WORK. GREATER EFFORTS NEED TO BE MADE TO PROVIDE IN-SERVICE EDUCATION TO UPGRADE THE TRAINING OF CORRECTIONS PERSONNEL. (FOR OTHER VOLUMES IN THIS MANPOWER SURVEY SEE NCJ-43739-V. 1 'SUMMARY REPORT;' NCJ-43760-V. 2 'LAW ENFORCEMENT;' 'NCJ-43740-V. 3 'CORRECTIONS;' NCJ-43741-V. 4 'COURTS;' AND NCJ-43743-V. 6 'CRIMINAL JUSTICE MANPOWER PLANNING.')

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 027-000-00863-9; NCJRS MICROFICHE PROGRAM.

23. **NATIONAL PLANNING ASSOCIATION, 1606 NEW HAMPSHIRE AVENUE, NW, WASHINGTON DC 20009. NATIONAL MANPOWER SURVEY OF THE CRIMINAL JUSTICE SYSTEM, V 2—LAW ENFORCEMENT AUGUST 1977.** 57 p. 1978.
NCJ-43760

THIS SURVEY OF PRESENT AND FUTURE EMPLOYMENT TRENDS IN STATE AND LOCAL POLICE PROTECTION AGENCIES FINDS THAT POLICE EMPLOYMENT WILL INCREASE, BUT MORE SLOWLY THAN IN THE EARLY 1970'S, AND THAT TRAINING GAPS STILL

EXIST. THIS SECOND VOLUME IN A EIGHT-VOLUME SURVEY OF CRIMINAL JUSTICE MANPOWER NEEDS REPORTS THAT EMPLOYMENT IN STATE AND LOCAL POLICE PROTECTION AGENCIES HAS GROWN FROM ABOUT 340,000 IN 1960 TO NEARLY 600,000 IN 1974, AN INCREASE OF 49 PERCENT IN PER CAPITA POLICE EMPLOYMENT. HOWEVER, CRIME RATES HAVE GROWN BY 157 PERCENT. AS A RESULT, DEPARTMENTS WITH 1,000 OR MORE EMPLOYEES AND THE SMALLEST AGENCIES ALIKE REPORT PERSONNEL SHORTAGES. GROWTH IN POLICE EMPLOYMENT IS EXPECTED TO INCREASE ONLY 33 PERCENT BETWEEN 1975 AND 1985, AS A RESULT OF A SLOWDOWN IN THE GROWTH OF CRIME RATES, A PROJECTED REDUCTION IN STATE AND LOCAL BUDGET GROWTH, AND INCREASED ALLOCATION OF AVAILABLE CRIMINAL JUSTICE FUNDS TO CORRECTIONS AND COURT AGENCIES. CIVILIAN EMPLOYMENT WILL INCREASE MORE RAPIDLY THAN EMPLOYMENT OF SWORN OFFICERS, AND STATE AND COUNTY AGENCIES WILL INCREASE MORE RAPIDLY THAN LOCAL DEPARTMENTS. RECRUITMENT OF WOMEN AND MINORITY PERSONS AND THEIR EMPLOYMENT IN NONROUTINE JOBS CONTINUES TO BE A PROBLEM. AT PRESENT, 13 PERCENT OF RECRUITS BELONG TO MINORITY GROUPS, A FIGURE WHICH SHOULD BE 18 PERCENT TO COMPARE TO THEIR REPRESENTATION IN THE GENERAL POPULATION. WOMEN COMPRISE ABOUT 3 PERCENT OF ALL POLICE OFFICERS AND ARE CONCENTRATED IN CLERICAL AND JUVENILE WORK. THIS REPORT RECOMMENDS MORE SPECIFIC TRAINING FOR RECRUITS, GREATER TRAINING FOR LINE OFFICERS WHO BECOME SUPERVISORS, AREAS OF NEEDED INSERVICE TRAINING, AND BETTER RECRUITMENT AND PERSONNEL POLICIES. TABLES PRESENT EMPLOYMENT AND TRAINING DATA COLLECTED BY THIS SURVEY. A SUMMARY OF EFFECTS OF POLICE EXPENDITURES ON CRIME AND CLEARANCE RATES IS INCLUDED IN APPENDED DATA. (FOR RELATED VOLUMES IN THIS SERIES, SEE NCJ-43739, V. 1 'SUMMARY REPORT;' NCJ-43740, V. 3 'CORRECTIONS;' NCJ-43741, V. 4 'COURTS;' NCJ-43742, V. 5, TWO PARTS 'CRIMINAL JUSTICE EDUCATION;' AND NCJ-43743, V. 6 'CRIMINAL JUSTICE MANPOWER PLANNING').

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 027-000-00660-4; NCJRS MICROFICHE PROGRAM.

24. **NATIONAL PLANNING ASSOCIATION, 1606 NEW HAMPSHIRE AVENUE, NW, WASHINGTON DC 20009. NATIONAL MANPOWER SURVEY OF THE CRIMINAL JUSTICE SYSTEM—EXECUTIVE SUMMARY.** 23 p. 1978. **NCJ-45597**

A STUDY ASSESSING PERSONNEL RESOURCES, TRAINING, AND EDUCATIONAL NEEDS IN THE FIELD OF LAW ENFORCEMENT AND CRIMINAL JUSTICE IS SUMMARIZED ALONG WITH PROCEDURES FOR USE IN MANPOWER PLANNING. THE NATIONAL MANPOWER SURVEY OF THE CRIMINAL JUSTICE SYSTEM WAS CONDUCTED IN RESPONSE TO A REQUIREMENT INCLUDED IN THE 1973 AMENDMENTS TO THE SAFE STREETS ACT WHICH PROVIDED FOR A SURVEY OF EXISTING AND FUTURE PERSONNEL NEEDS IN THE FIELD OF LAW ENFORCEMENT AND CRIMINAL JUSTICE AND OF THE ADEQUACY OF FEDERAL, STATE, AND LOCAL PROGRAMS TO MEET SUCH NEEDS. THE STUDY INCORPORATES FINDINGS BASED ON AN EXTENSIVE DATA COLLECTION PROGRAM INCLUDING COMPREHENSIVE QUESTIONNAIRE SURVEYS OF ABOUT 8,000 EXECUTIVES OF STATE AND LOCAL AGENCIES, MAIL SURVEYS OF OVER 1,600 STATE TRIAL AND APPELLATE COURTS, AND OF OVER 250 LAW ENFORCEMENT ACADEMIES; AN ANALYSIS OF THE RESULTS OF A 1975 CENSUS SURVEY OF NEARLY 50,000 EMPLOYEES OF STATE AND LOCAL LAW ENFORCEMENT AND CRIMINAL JUSTICE AGENCIES; AND FIELD VISITS TO MORE THAN 250 AGENCIES AND TRAINING OR EDUCATIONAL INSTITUTIONS. EXISTING PERSONNEL NEEDS AND RESOURCES, THE EMPLOYMENT OUTLOOK, PERSONNEL RECRUITMENT AND RETENTION, HIGHER-EDUCATION FOR CRIMINAL JUSTICE PERSONNEL (THE LAW ENFORCEMENT EDUCATION PROGRAM OR LEEP), TRAINING FOR LAW ENFORCEMENT AND CORRECTIONAL OCCUPATIONS, MANAGEMENT TRAINING AND EDUCATION, AND PROFESSIONAL EDUCATION AND TRAINING FOR JUDICIAL PROCESS OCCUPATIONS ARE BRIEFLY DISCUSSED, HIGHLIGHTING FINDINGS AND RECOMMENDATIONS. SOME OF THE MAJOR PRIORITY RECOMMENDATIONS INCLUDE THE FOLLOWING: EDUCATIONAL ASSISTANCE PRIORITIES UNDER THE LEEP PROGRAM SHOULD BE SHIFTED FROM A GENERAL OBJECTIVE OF UPGRADING OF ACADEMIC EDUCATION OF ALL LINE LAW ENFORCEMENT OR CORRECTIONAL PERSONNEL TO A MORE SELECTIVE, QUALITY-ORIENTED PROGRAM, DESIGNED TO IMPROVE COMPETENCIES OF MANAGERIAL-LEVEL PERSONNEL, AND OF PROFESSIONAL STAFFS IN PLANNING, RESEARCH, EVALUATION, AND EDUCATION; TRAINING ASSISTANCE PROGRAMS SHOULD CONCENTRATE ON CORRECTING EXISTING MAJOR QUANTITATIVE AND/OR QUALITATIVE DEFICIENCIES, INCLUDING EMPHASIS ON MANAGEMENT TRAINING, ON ASSISTANCE FOR SMALLER AGENCIES, AND ON ENRICHMENT OF EXISTING TRAINING FOR LINE LAW ENFORCEMENT AND CORRECTIONAL OFFICERS; AND A POSITIVE ORGANIZATIONAL COMMITMENT TO CRIMINAL JUSTICE MANPOWER PLANNING SHOULD BE MADE AS A NECESSARY CONDITION FOR IMPROVING THE LONG-RANGE EFFECTIVENESS OF ASSISTANCE PROGRAMS FOR MANPOWER DEVELOPMENT AT BOTH THE NATIONAL AND STATE LEVELS. SEE ALSO NCJ-43739-43743 AND 43760.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 027-000-00642-6; NCJRS MICROFICHE PROGRAM.

25. **J. M. NICKERSON. MUNICIPAL POLICE IN MAINE. A STUDY OF SELECTED PERSONNEL PRACTICES WITH EMPHASIS ON RECRUIT SELECTION AND TRAINING.** UNIVERSITY OF MAINE. 341 p. 1969. **NCJ-00078**

PERSONNEL AND TRAINING PRACTICES AMONG ALL MAINE MUNICIPAL POLICE DEPARTMENTS, HAVING AT LEAST ONE FULL TIME PAID EMPLOYEE, WERE STUDIED. ASPECTS OF PERSONNEL ADMINISTRATION, WORKING CONDITIONS, FRINGE BENEFITS, AND EMPLOYEE PERFORMANCE EVALUATION WERE EXPLORED. RECRUITMENT, EXAMINATIONS, PLACEMENT AND PROBATION, EMPLOYEE TRAINING AND CONSIDERATIONS IN THE TORTIOUS ACTS OF THE POLICE WERE EXAMINED. PROGRAMS FOR IMPROVING THE QUALITY OF POLICE PERSONNEL AND TRAINING WERE EXAMINED. RECOMMENDATIONS WERE MADE TO ENABLE THE MAINE MUNICIPAL POLICE TRAINING COUNCIL TO PLAN AND DEVELOP A STATEWIDE SYSTEM FOR ESTABLISHMENT AND ADMINISTRATION OF SELECTION AND TRAINING STANDARDS FOR MUNICIPAL LAW ENFORCEMENT OFFICERS. LOCAL AND STATE LEGISLATIVE BODIES SHOULD FIND THE RECOMMENDATIONS VALUABLE IN ENACTING LEGISLATION ON POLICE PERSONNEL AND/ OR TRAINING MATTERS. THE RECOMMENDATIONS, THOUGH NOT ALL INCLUSIVE, MAY AID POLICE DEPARTMENTS IN INTERNAL PLANNING AND MANAGEMENT. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

26. **E. OSTROM. HISTORICAL REVIEW OF ENTRY-LEVEL TRAINING LEGISLATION POLICE SERVICES STUDY TECHNICAL REPORT.** INDIANA UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE, MORGAN HALL 121, BLOOMINGTON IN 47401. 11 p. **NCJ-36766**

SIGNIFICANT ACTIONS BY THE STATES, FEDERAL COMMISSIONS, AND NATIONAL ORGANIZATIONS IN REGARD TO REQUIREMENTS AND RECOMMENDATIONS FOR POLICE ENTRY-LEVEL TRAINING ARE CHRONICLED STARTING IN 1931. TABLES ARE PRESENTED WHICH SHOW THE NUMBER OF POLICE RECRUIT TRAINING PROGRAMS AND THE NUMBER OF AGENCIES PARTICIPATING IN THEM, BY REGION AND, BY STATE, THE NUMBER OF TOTAL HOURS REQUIRED AND THE NUMBER OF HOURS REQUIRED IN EACH SUBJECT.

Availability: NCJRS MICROFICHE PROGRAM.

27. **N. E. POMRENKE. POLICE MANAGEMENT TRAINING IN EIGHT SOUTHERN STATES.** UNIVERSITY OF NORTH CAROLINA. 141 p. 1967. **NCJ-00036**

A STUDY OF THE NEED FOR TRAINING CAPABILITIES, AND FUTURE REQUIREMENTS OF POLICE MANAGEMENT TRAINING. THE FIRST ASPECT OF THE STUDY ATTEMPTED TO DETERMINE BASIC DATA ON TOTAL NUMBERS OF POLICE PERSONNEL, TOTAL NUMBERS OF LAW ENFORCEMENT AGENCIES, AND TOTAL NUMBERS OF COMMAND LAW ENFORCEMENT PERSONNEL IN EIGHT SOUTHEASTERN STATES—ALABAMA, FLORIDA, GEORGIA, LOUISIANA, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, AND TENNESSEE. THE SECOND ASPECT ATTEMPTED TO DEFINE BY STATE THOSE FACILITIES OR ORGANIZATIONS NOW CONDUCTING LAW ENFORCEMENT MANAGEMENT COURSES, THE NUMBER OF COURSES CONDUCTED IN THE THREE-YEAR PERIOD COVERING 1964, 1965, AND 1966, THE TOTAL NUMBER OF INSTRUCTIONAL HOURS, THE CURRICULA, THE TOTAL NUMBER OF PARTICIPANTS, AND THE RANK OF THE PARTICIPANTS. SUPERVISORY SCHOOLS WERE NOT LISTED EXCEPT IN THOSE CASES WHERE SPECIFIC INFORMATION WAS RECEIVED. THE THIRD ASPECT ATTEMPTED TO DETERMINE THOSE REGIONAL AND NATIONAL TRAINING FACILITIES UTILIZED BY THE EIGHT STATES FOR TRAINING PURPOSES. THE TRAINING FACILITIES SURVEYED WERE—THE FBI NATIONAL ACADEMY, THE SOUTHERN POLICE INSTITUTE, THE NORTHWESTERN UNIVERSITY TRAFFIC INSTITUTE, THE DEPARTMENT OF POLICE ADMINISTRATION OF INDIANA UNIVERSITY, AND REGIONAL TRAINING EFFORTS SUPPORTED BY THE OFFICE OF LAW ENFORCEMENT ASSISTANCE, INVOLVING PARTICIPATION FROM THE SURVEY STATES. THESE INCLUDE THE SOUTHWESTERN LAW ENFORCEMENT INSTITUTE PROGRAM AND SEMINARS CONDUCTED BY THE HARVARD BUSINESS SCHOOL AND THE INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE. THE FOURTH ASPECT OF THE STUDY ATTEMPTED TO DETERMINE LAW ENFORCEMENT TRAINING NEEDS IN THE EIGHT STATES, BASED UPON AVAILABLE STATE, REGIONAL, OR NATIONAL FACILITIES. THIS INCLUDED A PROJECTION OF MANPOWER CURRENTLY AVAILABLE AT THE COMMAND LEVEL FOR POLICE MANAGEMENT TRAINING. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

28. **C. B. SAUNDERS. UPGRADING THE AMERICAN POLICE, EDUCATION AND TRAINING FOR BETTER LAW ENFORCEMENT.** 182 p. 1970. **NCJ-07706**

VARIOUS MEANS OF IMPROVING THE QUALITY AND QUANTITY OF LAW ENFORCEMENT PERSONNEL ARE CONSIDERED AT LOCAL AND FEDERAL LEVELS. THE AUTHOR DELINEATES THE ROLE OF THE POLICE IN TODAY'S SOCIETY. THE POLICE MANPOWER SHORTAGE IS EXAMINED, FOCUSING ON THE PROBLEMS OF QUALITY AND QUANTITY. WAYS TO ATTRACT AND RETAIN PERSONS WITH THE QUALITIES AND SKILLS NEEDED BY A MODERN POLICE FORCE ARE SUGGESTED. THE TYPES OF EDUCATION AND TRAINING NECESSARY FOR EFFECTIVE LAW ENFORCEMENT ARE DISCUSSED, INCLUDING SUCH PROGRAMS AS COLLEGE LEVEL EDUCATION, RECRUIT TRAINING, AND INSERVICE TRAINING SCHEMES. RECOMMENDATIONS FOR SPECIFIC PROGRAMS TO MEET THIS NATIONAL MANPOWER PROBLEM ARE GIVEN. (AUTHOR ABSTRACT)

Supplemental Notes: HV8143.S26.

Availability: BROOKINGS INSTITUTION, 1775 MASSACHUSETTS AVENUE, NW, WASHINGTON DC 20036.

29. **J. A. SCHWARTZ. DOMESTIC CRISIS INTERVENTION—EVOLUTION OF A POLICE TRAINING PROGRAM.** CALIFORNIA ATTORNEY GENERAL'S BUILDING SECURITY COMMISSION, WELLS FARGO BANK BUILDING, SACRAMENTO CA 95814. *CRIME PREVENTION REVIEW,* V 2, N 4 (JULY 1975), P 9-16. **NCJ-37034**

EARLY PROGRAMS FOR POLICE DOMESTIC CRISIS INTERVENTION TRAINING ARE EXAMINED; AND THE DEVELOPMENT AND RESULTS OF A COMPREHENSIVE, DEPARTMENT-WIDE CRISIS INTERVENTION TRAINING PROGRAM DEVELOPED IN CALIFORNIA ARE EXPLORED. SINCE DOMESTIC DISTURBANCE INCIDENTS ARE AMONG THE MOST FREQUENT, DANGEROUS, TIME CONSUMING, AND POTENTIALLY DISRUPTIVE SITUATIONS HANDLED BY POLICE OFFICERS, IT WOULD APPEAR THAT SPECIFIC TRAINING IN DOMESTIC CRISIS INTERVENTION CAN BE JUSTIFIED BY CONCERNS FOR OFFICER SAFETY, DEPARTMENTAL TIME AND EFFICIENCY, CRIME PREVENTION, AND COMMUNITY RELATIONS. EARLY PROGRAMS IN CRISIS INTERVENTION WERE UNDERTAKEN IN NEW YORK CITY AND OAKLAND, CALIFORNIA. WHILE VALUABLE IN MANY RESPECTS, THESE PROGRAMS PRODUCED ONLY LIMITED BENEFITS. THIS MAY HAVE BEEN BECAUSE THE PROGRAMS WERE NOT ONGOING OR INSTITUTIONALIZED AND BECAUSE ONLY A SMALL PERCENTAGE OF THE OFFICERS IN EACH DEPARTMENT RECEIVED THE TRAINING. IN 1970, PROGRAM DEVELOPMENT FOR A MORE COMPREHENSIVE FAMILY CRISIS INTERVENTION TRAINING PROGRAM BEGAN IN RICHMOND, CALIFORNIA. BASED ON OBSERVATION OF ACTUAL POLICE PERFORMANCE AND SURVEYS OF POLICE OFFICERS, A SYSTEMATIC POLICE PROCEDURE FOR HANDLING THESE DISTURBANCE CALLS WAS DEVELOPED. THE TRAINING WAS PRACTICAL IN NATURE, COVERING SUCH TOPICS AS OFFICER SAFETY, DIFFUSING, MEDIATION, BRIEF INTERVIEWING, REFERRAL, CULTURAL ISSUES, AND LEGAL ISSUES. WRITTEN MATERIALS, FILMS, AND DISPUTE SIMULATIONS WERE USED IN THE TRAINING, WHICH WAS GIVEN TO EVERY OFFICER, NOT JUST TO A FEW 'SPECIALISTS'. THE RICHMOND PROGRAM HAS BEEN USED SUCCESSFULLY IN OTHER DEPARTMENTS AS WELL. EVALUATIONS OF THESE TRAININGS HAVE INDICATED POSITIVE REACTIONS OF AUTHORS, INCREASED SATISFACTION OF CITIZENS RECEIVING THE CRISIS INTERVENTION AID, AND DECREASED POLICE TIME SPENT HANDLING THE DISTURBANCE CALLS. AN ADDITIONAL BENEFIT OF THIS PROGRAM IS THAT IN-HOUSE PERSONNEL MAY BE TRAINED AS INSTRUCTORS.

30. **SCOTTISH HOME AND HEALTH DEPARTMENT, 44 YORK PLACE, EDINBURGH, SCOTLAND. PROBATIONER TRAINING—REPORT OF A WORKING PARTY OF THE POLICE ADVISORY BOARD FOR SCOTLAND.** 53 p. 1973. United Kingdom. **NCJ-14791**

DETAILED DESCRIPTION OF A PROPOSED NEW SYSTEM OF POLICE RECRUIT TRAINING IS PRESENTED. THIS REPORT DISCUSSES THE OBJECTIVES, STRUCTURE, AND CONTENT OF POLICE TRAINING. SPECIALIZED COURSES INCLUDE POLICEWOMAN TRAINING, REFRESHER COURSES, AND HIGHER EDUCATION FOR POLICE, THE INDIVIDUAL COURSES AND THEIR PROPOSED CONTENT ARE DESCRIBED BRIEFLY. OUTLINES OF COURSE LESSON PLANS APPEAR IN THE APPENDIX. RECOMMENDATIONS IN THE AREAS OF TRAINING ARRAGEMENTS, MATERIAL TO BE TAUGHT, TEACHING METHODS AND FACILITIES, AND SPECIALIZED COURSES ARE ALSO SUMMARIZED.

Availability: NCJRS MICROFICHE PROGRAM.

31. **SCOTTISH POLICE COLLEGE, KINCARDINE, SCOTLAND. SCOTTISH POLICE COLLEGE.** 24 p. 1972. United Kingdom. **NCJ-17020**

THE PHYSICAL LAYOUT AND TRAINING ACTIVITIES AT THE SCOTTISH POLICE COLLEGE AT TULLIALLAN CASTLE IN FIFE ARE DESCRIBED. THE SCOTTISH POLICE COLLEGE IS UNIQUE IN THE UNITED KINGDOM IN THAT IT CATERS TO JUNIOR, SENIOR AND DRIVER TRAINING AT THE SAME FACILITY. MANY GLOSSY PHOTOGRAPHS HIGHLIGHT THE DESCRIPTIONS OF THE GOVERNING BODY, STAFF, JUNIOR DIVISION, MOTOR DRIVING DIVISION, SENIOR DIVISION, BADGE AND MOTTO, COLLEGE CUSTOMS, AND COLLEGE FACILITIES.

Availability: NCJRS MICROFICHE PROGRAM.

32. **A. SIMPSON. MASTER PLAN FOR TRAINING IN NEW YORK STATE, V 1—CURRENT TRENDS AND FUTURE DIRECTIONS IN POLICE TRAINING—REVIEW.** DETROIT NEWS, 615 LAFAYETTE BOULEVARD, DETROIT MI 48231. 208 p. 1977. **NCJ-50121**

A 20-YEAR PROJECTION OF ANTICIPATED TRAINING NEEDS IN THE LAW ENFORCEMENT FIELD IN NEW YORK STATE ARE EXAMINED, ALONG WITH SOCIAL AND DEMOGRAPHIC FACTORS AND THEIR IMPACT ON POLICE. THE PRINCIPAL OBJECTIVE OF THE REPORT IS TO PRESENT AN ANALYSIS OF TRENDS THAT MUST BE CONSIDERED BY POLICE ADMINISTRATORS IN PLANNING THE DIRECTIONS WHICH FUTURE TRAINING STRATEGIES MUST TAKE. THEORETICAL VIEWS OF THE POLICE FUNCTION IN FEDERAL INVESTIGATIVE REPORTS, VARIOUS STUDIES, AND MODELS OF POLICE ORGANIZATION FOCUS ON THE POLICE ROLE AND OPERATIONAL LAW ENFORCEMENT, CRIMINOLOGY AND THE POLICE FUNCTION, STYLES OF POLICE, THE SERVICE FUNCTION OF POLICE, INFLUENCES ON THE POLICE ROLE, AND TEAM POLICING. CONCERNS IN POLICING RELATE TO POLICE AND SOCIAL WORK TEAM APPROACHES, COMMUNITY PROFILING, THE EVALUATION OF POLICE PATROL, BUDGETING, EXPENDITURES AND PRODUCTIVITY, POLICE PROFESSIONALISM, POLICE UNIONIZATION, POLICE WOMEN, POLICE-COMMUNITY RELATIONS, TECHNOLOGY, AND LEGAL UNITS. DEVELOPMENTS OF POLICING ARE DISCUSSED THAT DEAL WITH SOCIAL AND STRUCTURAL CHANGE, DEMOGRAPHIC TRENDS, URBANIZATION, SOCIOCULTURAL VALUES, BUREAUCRATIC CENTRALIZATION, RISING INCOME LEVELS, AUTOMATION, AND PROFESSIONALIZATION. POLICE TRAINING NEEDS RELATE TO PERSONNEL SELECTION AND RECRUITMENT, EDUCATION, INVESTIGATION AND PSYCHOLOGICAL TESTING, LATERAL ENTRY, VIDEO TECHNIQUES FIELD TRAINING, INTERPERSONAL SKILLS, CRISIS INTERVENTION TRAINING, MANAGERIAL TRAINING, AND SUBSTANTIVE TRAINING AREAS. DEMOGRAPHIC TRENDS AND POLICING IN NEW YORK STATE ARE DISCUSSED. THE RESEARCH METHODOLOGY IS DETAILED IN AN APPENDIX.

Sponsoring Agencies: NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203; US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

33. **J. L. STEINBERG and D. W. MCEVOY. POLICE AND THE BEHAVIORAL SCIENCES.** 180 p. 1974. **NCJ-15239**

SELECTION OF REPORTS ON COLLABORATIVE EFFORTS BETWEEN POLICE AGENCIES AND BEHAVIORAL SCIENTISTS TO IMPROVE RECRUITMENT, SELECTION, AND HUMAN RELATIONS TRAINING. DURING THE PAST FEW YEARS, A NUMBER OF INTERESTING COLLABORATIVE EFFORTS HAVE TAKEN PLACE BETWEEN POLICE AGENCIES AND BEHAVIORAL SCIENCE CONSULTANTS IN DEVELOPING INNOVATIVE PROGRAMS TO IMPROVE POLICE PRACTICES. THE MAJOR EMPHASIS OF THE PROGRAMS REPORTED HERE CENTERS AROUND THE AREA OF HUMAN RELATIONS TRAINING. THERE HAS BEEN A GROWING RECOGNITION OF THE IMPORTANCE OF SUCH TRAINING BECAUSE OF THE VERY CONSIDERABLE DISCRETION GIVEN A POLICE OFFICER IN DEALING WITH PEOPLE. WHAT'S MORE, 75 TO 90 PERCENT OF THE JOB OF AN URBAN POLICE OFFICER IS INVOLVED WITH THE DELIVERY OF NON-CRIME-RELATED HUMAN SERVICES. THE TRAINING PROGRAMS REPRESENTED IN THIS VOLUME INCLUDE THE AREAS OF CHILD AND JUVENILE CONTACTS, RACE RELATIONS, FAMILY CRISIS INTERVENTION, CONFLICT MANAGEMENT, AND COMMUNITY RELATIONS. THESE PROGRAMS REPRESENT A SIGNIFICANT DEPARTURE FROM TRADITIONAL POLICE TRAINING WHICH HAS FREQUENTLY BEEN A MATTER OF INDOCTRINATION THROUGH LECTURES. NEW DIRECTIONS ARE EXPLORED IN LEARNING AND CURRICULUM DESIGN TO INSTILL IN THE OFFICER THE GOOD JUDGEMENT, DECISION MAKING ABILITY, PRUDENCE, AND UNDERSTANDING WHICH ARE REQUIRED FOR A PROFESSIONAL RESPONSE TO FIELD SITUATIONS. IN ADDITION, THIS COMPILATION OF REPORTS INCLUDES A DESCRIPTION OF PROGRAMS TO DESIGN POLICE PROMOTIONAL EXAMINATIONS AND TO RECRUIT POLICE APPLICANTS FROM THE BLACK POPULATION. (AUTHOR ABSTRACT MODIFIED)

Availability: CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717.

34. **SWEDEN NATIONAL POLICE BOARD, BOX 12256, STOCKHOLM, SWEDEN. SWEDEN—NATIONAL POLICE BOARD—TRAINING BUREAU.** 10 p. 1973. Sweden. **NCJ-14814**

OUTLINE OF THE NATIONAL, REGIONAL, AND LOCAL POLICE TRAINING PROGRAMS AS PLANNED AND ADMINISTERED BY A SPECIAL BUREAU OF THE NATIONAL POLICE SYSTEM. TRAINING REQUIREMENTS ARE GIVEN FOR ATTAINING THE VARIOUS RANKS IN THE SWEDISH POLICE, INCLUDING BASIC TRAINING, INSPECTOR, SUPERINTENDANT, AND CHIEF. INCLUDED ARE STATISTICS ON THE EDUCATIONAL LEVELS OF THE APPLICANTS, A LIST OF THE COURSES OFFERED, AND THE NUMBER OF HOURS OF EACH REQUIRED TO COMPLETE THE DIFFERENT PROGRAMS. ALSO MENTIONED ARE SPECIAL COURSES IN PHYSICAL TRAINING, DOG TRAINING, SHOOTING INSTRUCTION, AND MOTOR VEHICLES AND TRAFFIC SURVEILLANCE TRAINING.

Availability: NCJRS MICROFICHE PROGRAM.

35. **J. C. TODD. INVENTORY OF TASKS BASIC TO THE EDUCATIONAL NEEDS OF OHIO'S FULL-TIME LAW ENFORCEMENT PERSONNEL.** 510 p. 1977. **NCJ-54381**

A POLICE TASK ANALYSIS BASED ON A SURVEY OF LAW ENFORCEMENT PERSONNEL IN OHIO IS PRESENTED, WITH A VIEW TO ESTABLISHING A FOUNDATION FOR CURRICULUM DEVELOPMENT IN POLICE EDUCATION. ALL 738 POLICE CHIEFS IN OHIO WERE CONTACTED. THE 346 AGENCIES THAT RESPONDED EMPLOYED 9,370 FULL-TIME OFFICERS, ALL OF WHOM WERE REQUESTED TO COMPLETE A SURVEY INSTRUMENT DEVELOPED BY A TASK FORCE OF THE OHIO COUNCIL ON HIGHER EDUCATION IN CRIMINAL JUSTICE. THE 5,513 RESPONDING OFFICERS PROVIDED INFORMATION ON THEIR RANK, SIZE AND TYPE (COUNTY, CITY, VILLAGE, TOWNSHIP) OF EMPLOYING AGENCY, AND THE FREQUENCY WITH WHICH THEY PERFORMED EACH OF 62 SPECIFIC TASKS. THE TASK DATA WERE ANALYZED TO DETERMINE ANY SIGNIFICANT DIFFERENCES BY RANK AND TYPE OF AGENCY IN THE FREQUENCY WITH WHICH SPECIFIC TASKS ARE PERFORMED. THE FINDINGS POINT TO THE DIVERSITY OF THE POLICE FUNCTION IN OHIO. FOR SOME, BUT NOT ALL, OF THE TASKS ANALYZED, BOTH RANK AND AGENCY SIZE AND TYPE HAVE AN EFFECT ON FREQUENCY OF PERFORMANCE. THERE ARE SIGNIFICANT DIFFERENCES FROM AGENCY TO AGENCY IN THE FREQUENCY WITH WHICH PATROL OFFICERS, CORPORALS, SERGEANTS, LIEUTENANTS, CAPTAINS, AND CHIEFS PERFORM CERTAIN TASKS. THE DIVERSITY IS GREATEST AMONG CHIEFS. SIX TASKS--SECURITY-ORIENTED AND TREATMENT-ORIENTED CRIME PREVENTION PROGRAMS, AMBULANCE SERVICES, CIVIL DISTURBANCES, CRISIS INTERVENTION, AND CRIME LABORATORY SERVICES--WERE UNIFORMLY PERFORMED INFREQUENTLY OR NOT AT ALL REGARDLESS OF RANK OR AGENCY SIZE/TYPE. IMPLICATIONS OF THE FINDINGS FOR LAW ENFORCEMENT CURRICULUM DEVELOPMENT ARE DISCUSSED, AND DIRECTIONS FOR FURTHER RESEARCH ARE SUGGESTED. A REVIEW OF LITERATURE ON THE HISTORY OF LAW ENFORCEMENT EDUCATION AND ON THE NATURE OF LAW ENFORCEMENT CURRICULUMS, A COMPARISON OF FIVE STUDIES OF CURRICULUM DEVELOPMENT, A COPY OF THE SURVEY INSTRUMENT, SUPPORTING DATA AND DOCUMENTATION, AND A BIBLIOGRAPHY ARE INCLUDED.

Supplemental Notes: UNIVERSITY OF AKRON—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 77-13,638.

36. **J. VAN MAANEN. WORKING THE STREET—A DEVELOPMENTAL VIEW OF POLICE BEHAVIOR (FROM POTENTIAL FOR REFORM OF CRIMINAL JUSTICE, 1974 BY HERBERT JACOB—SEE NCJ-19989).** SAGE PUBLICATIONS, INC, 275 SOUTH BEVERLY DRIVE, BEVERLY HILLS CA 90212. 47 p. 1974. **NCJ-19992**

AN ACCOUNT OF THE ORGANIZATIONAL SOCIALIZATION PROCESS ASSOCIATED WITH THE PATROLMAN'S ROLE IN AN URBAN POLICE DEPARTMENT, INCLUDING THE LEARNED GUIDELINES AND RULES THAT ACTUALLY GUIDE THE POLICEMAN IN EVERY-

DAY ACTIVITIES. THE DATA FOR THE ANALYSIS WERE DRAWN FROM A PARTICIPANT-OBSERVATION STUDY CONDUCTED IN AN URBAN POLICE DEPARTMENT. THE AUTHOR GRADUATED FROM THE POLICE ACADEMY AND JOINED THE PATROL DIVISION AS AN ARMED BACKSEAT OBSERVER. A FOLLOW-UP STUDY WAS CONDUCTED TWO AND ONE-HALF YEARS LATER. THE SOCIALIZATION PROCESS IS DESCRIBED THROUGH THE PHASES OF PRE-ENTRY, ADMITTANCE, CHANGE, AND CONTINUANCE. THE CRITICAL OCCUPATIONAL PERSPECTIVES DEVELOPED AS THE NEW MEMBER PASSES THROUGH HIS INITIATION RITUALS, AND THE WORK RELATED RULES OR OPERATING AXIOMS WHICH DEFINE THE PATROLMAN'S ACTIVITIES ARE ALSO DESCRIBED. SEVERAL COLORFUL EXERPTS FROM INTERVIEWS WITH PATROLMEN ARE INCLUDED IN WHICH THE OFFICERS EXPRESS THEIR OPINIONS ON SUCH SUBJECTS AS THE USE OF FORCE, PERSONAL SAFETY, TRAINING, AND POLICE METHODS.

37. **A. VOLLMER. POLICE AND MODERN SOCIETY.** MCGRATH PUBLISHING COMPANY, 821 15TH STREET, NW, WASHINGTON DC 20005. 253 p. 1969. **NCJ-49260**

THIS BOOK IS A PRODUCT OF SPECIALIZED RESEARCH CONDUCTED FROM 1930 TO 1936 UNDER A LARGER PROGRAM OF RESEARCH INTO THE ADMINISTRATION OF CRIMINAL JUSTICE. STUDIES IN POLICE ADMINISTRATION ARE SPECIFICALLY ADDRESSED HERE. THIS STUDY INCLUDES AN EXAMINATION OF MAJOR CRIMES (MURDER, ROBBERY, BURGLARY, LARCENY, AUTOMOBILE THEFT, RACKETEERING, AND KIDNAPING); VICE AS A POLICE PROBLEM; TRAFFIC DUTIES; GENERAL POLICE SERVICE; CRIME PREVENTION; AND PERSONNEL SELECTION, TRAINING, AND DUTIES. THE BOOK DOES NOT PURPORT TO SPEAK FOR POLICEMEN, EITHER INDIVIDUALLY OR COLLECTIVELY. THE AUTHOR, A POLICE OFFICER, EXPRESSES HIS OWN VIEWS BASED ON VARIED EXPERIENCES, RELATIONSHIPS WITH THE POLICE AND POLICE ADMINISTRATIONS OF MANY COUNTRIES, AND AVAILABLE STATISTICS. THE STUDY ALSO REPRESENTS A DESIRE TO UNDERSTAND THE CAUSES OF DELINQUENCY. A BIBLIOGRAPHY AND INDEX ARE INCLUDED.

Availability: TFL PRESS—TRAINING FOR LIVING, INC, P O BOX 1422, MATTITUCK NY 11952.

38. **WASHINGTON METROPOLITAN AREA TRANSIT AUTHORITY, 600 5TH STREET, NW, WASHINGTON DC 20001. WASHINGTON METROPOLITAN AREA TRANSIT AUTHORITY'S TRANSIT OFFICER TRAINING PROPOSAL.** 105 p. 1975. **NCJ-19058**

A DESCRIPTION OF A 700 HOUR TRAINING CURRICULUM FOR A TRANSIT AUTHORITY POLICE FORCE THAT SATISFIES OR EXCEEDS THE TRAINING REQUIREMENTS FOR MD, DC, VA, AND LOCAL JURISDICTIONS. THE DURATION OF THE COURSE IS 20 WEEKS AND INCLUDES 404 HOURS OF BASIC LAW AND POLICE TRAINING, 185 HOURS OF MINI COURSE SPECIALIZED TRAINING, 55 HOURS OF FIELD TRAINING, AND 60 HOURS OF METRO (THE TRANSIT AUTHORITY) SECURITY SPECIALIZED TRAINING. ENTRY LEVEL POLICE TRAINING STANDARDS ARE COMPARED FOR ALL THE AFFECTED JURISDICTIONS. THE COURSES ARE LISTED IN OUTLINE FORM, WITH NARRATIVE EXPLANATIONS OF THE PHILOSOPHY BEHIND EACH OF THE FOUR TRAINING DIVISIONS. THE QUESTIONNAIRE THAT HAS BEEN PROPOSED AS THE EVALUATIVE INSTRUMENT OF THE TRAINING PROGRAM IS INCLUDED.

Availability: NCJRS MICROFICHE PROGRAM.

39. **J. WILSON. RELATIONSHIP BETWEEN EDUCATION AND AUTHORITARIANISM IN POLICE RECRUITS BEFORE AND AFTER POLICE ACADEMY TRAINING.** 119 p. 1975. **NCJ-42931**

THIS PAPER STUDIES THE RELATIONSHIP BETWEEN EDUCATION AND AUTHORITARIANISM IN POLICE RECRUITS. GIVEN THE METHODOLOGICAL LIMITATIONS INHERENT IN ANY STUDY OF AUTHORITARIANISM WHICH HAVE BEEN CITED EARLIER IN THIS REPORT, THE FINDINGS OF THE STUDY PROVIDE SUPPORT FOR THE PROPOSITION THAT HIGHER EDUCATION REDUCES THE LEVEL OF AUTHORITARIANISM IN INDIVIDUAL ATTITUDES. THE NEGATIVE DIRECTION OF THE RELATIONSHIPS BETWEEN EDUCATION AND EACH OF THE THREE INDICES OF AUTHORITARIANISM CONSTRUCTED HERE REMAINED ALMOST WITHOUT EXCEPTION AFTER THE INTRODUCTION OF TWENTY SOCIAL BACKGROUND CONTROL VARIABLES. FINDINGS OF THE STUDY SUGGEST, HOWEVER, THAT THE DEGREE OF REDUCTION IN AUTHORITARIANISM EFFECTED BY HIGHER EDUCATION MAY VARY FOR DIFFERENT SPECIFIC DIMENSIONS OF THE CONCEPT AS INDICATED BY THE DIFFERENCES IN THE STRENGTHS OF THE RELATIONSHIPS BETWEEN EDUCATION AND THE THREE INDICES. IN ADDITION, THE FINDINGS INDICATE THAT MANY SOCIAL BACKGROUND VARIABLES CAN AFFECT THE STRENGTH OF THE RELATIONSHIPS BETWEEN EDUCATION AND AUTHORITARIANISM, AND SUGGEST THAT AN INDIVIDUAL VARIABLE MAY AFFECT SPECIFIC DIMENSIONS OF THE CONCEPT IN VARYING WAYS. (AUTHOR ABSTRACT)

Supplemental Notes: UNIVERSITY OF SOUTH FLORIDA-THESIS.

TRAINING APPROACHES

40. **AMERICAN JUSTICE INSTITUTE, 1007 7TH STREET, SACRAMENTO CA 95814. SURVEY OF ROLE PERCEPTIONS FOR OPERATIONAL CRIMINAL JUSTICE PERSONNEL—DATA SUMMARY—PROJECT STAR (SYSTEMS AND TRAINING ANALYSIS OF REQUIREMENTS FOR CRIMINAL JUSTICE PARTICIPANTS).** 624 p. 1972.

NCJ-12214

TABULAR PRESENTATION OF DATA CONCERNING THE ROLE EXPECTATIONS THAT OPERATIONAL CRIMINAL JUSTICE PERSONNEL HOLD FOR THEMSELVES AND FOR EACH OTHER. OVER 3,000 CRIMINAL JUSTICE PERSONNEL RESPONDED TO A QUESTIONNAIRE THAT INCLUDED 571 ROLE EXPECTATION SITUATIONS. THE RESPONDENTS WERE POLICE OFFICERS, PROSECUTING ATTORNEYS, DEFENSE ATTORNEYS, JUDGES, PROBATION OFFICERS, PAROLE OFFICERS, AND CORRECTIONAL OFFICERS. DEMOGRAPHIC INFORMATION, ATTITUDINAL DATA AND GENERAL GOAL PERCEPTIONS OF THE RESPONDENTS ARE ALSO PRESENTED. DATA FOR THIS PHASE OF PROJECT STAR ARE GIVEN IN THE FORM OF FREQUENCY AND PERCENTAGE RESPONSES TO EACH ITEM IN THE QUESTIONNAIRE. MORE DETAILED AND REFINED ANALYSES WILL BE PUBLISHED IN SUBSEQUENT DOCUMENTS. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASS BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL.

Availability: NCJRS MICROFICHE PROGRAM.

41. **AMERICAN JUSTICE INSTITUTE, 1007 7TH STREET, SACRAMENTO CA 95814; CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814. PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)—POLICE OFFICER ROLE TRAINING PROGRAM.** 630 p. 1974.

NCJ-18751

MODULAR ROLE TRAINING PROGRAMS FOR THE POLICE OFFICER THAT WERE DESIGNED TO DEVELOP DESIRED PERSONAL CHARACTERISTICS, ATTITUDES AND BEHAVIOR THROUGH ACTIVE PARTICIPATION IN THE LEARNING PROCESS ARE DISCUSSED. THESE MODULAR, ROLE TRAINING PROGRAMS FOR THE POLICE OFFICER ARE DESIGNED TO DEVELOP DESIRED PERSONAL CHARACTERISTICS, ATTITUDES, AND BEHAVIOR THROUGH ACTIVE PARTICIPATION IN THE LEARNING PROCESS. THE POLICE ROLE TRAINING PACKAGE IS PART OF A LARGER PROJECT INVOLVING CRIMINAL JUSTICE PERSONNEL ROLE TRAINING. COMMON INTRODUCTORY MATERIALS AND TRAINING TECHNIQUES ARE USED IN ALL THE ROLE TRAINING PROGRAMS. THE TECHNIQUES THAT ARE UTILIZED INCLUDE CASE STUDY, DEBATE, FIELD TRIPS, LECTURES, ROLE PLAY, SEMINARS, AND SIMULATION TRAINING. THE ROLE TRAINING MODULES FOR POLICE OFFICERS INCLUDE ASSISTING CRIMINAL JUSTICE SYSTEM AND APPROPRIATE AGENCY PERSONNEL; BUILDING RESPECT FOR LAW AND THE CRIMINAL JUSTICE PROCESS; PROVIDING PUBLIC ASSISTANCE; SEEKING AND DISSEMINATING KNOWLEDGE AND UNDERSTANDING; AND COLLECTING, ANALYZING, AND COMMUNICATING INFORMATION. OTHER MODULES ARE CONCERNED WITH CASE MANAGEMENT; ASSISTING PERSONAL AND SOCIAL DEVELOPMENT; DISPLAYING OBJECTIVITY AND PROFESSIONAL ETHICS; PROTECTING THE RIGHTS AND DIGNITY OF INDIVIDUALS; PROVIDING HUMANE TREATMENT; ENFORCING THE LAW IMPARTIALLY; ENFORCING THE LAW SITUATIONALLY; AND MAINTAINING ORDER. THIS TRAINING PACKAGE IS PRODUCED IN A LOOSE-LEAD BINDER FORMAT. DISCUSSION AIDS AND PRESENTATION SUGGESTIONS FOR INSTRUCTORS APPEAR IN THE MARGIN. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: ADDITIONAL GRANT NUMBERS—0883-01, 0883-02 (MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRMS), 550-P-18-71 (NEW JERSEY LAW ENFORCEMENT PLANNING AGENCY), 1AI-1229 (TEXAS CRIMINAL JUSTICE COUNCIL).

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASS BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL; CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814.

42. **M. BARD. TRAINING POLICE AS SPECIALISTS IN FAMILY CRISIS INTERVENTION.** CITY UNIVERSITY OF NEW YORK CITY COLLEGE, CONVENT AVENUE AND WEST 139TH, NEW YORK NY 10031. 113 p. 1970.

NCJ-00050

THIS TRAINING WAS INTENDED TO DEMONSTRATE INNOVATIVE METHODS OF CRIME PREVENTION AND PREVENTIVE MENTAL HEALTH. PROCESSING FAMILY DISTURBANCES CONSTITUTES A MAJOR ASPECT OF POLICE WORK. TRADITIONAL POLICE AP-

PROACHES TO THE PROBLEM DO NOT REFLECT THE REALITIES OF THIS POLICE EXPERIENCE. THERE IS EVIDENCE THAT A SIGNIFICANT PROPORTION OF INJURIES AND FATALITIES SUFFERED BY POLICE OCCUR IN THE HIGHLY VOLATILE FAMILY CONFLICT SITUATION. THE PRESENT PROJECT ATTEMPTED TO MODIFY FAMILY ASSAULTS AND FAMILY HOMICIDES AND TO REDUCE PERSONAL DANGER TO POLICE OFFICERS IN SUCH SITUATIONS. THE PROJECT ATTEMPTED THE DEVELOPMENT OF A NEW PREVENTIVE MENTAL HEALTH STRATEGY. ASSUMING THAT FAMILY CONFLICT MAY BE AN EARLY SIGN OF EMOTIONAL DISORDER IN ONE OR ALL OF THE PARTICIPANTS, THE PROJECT ATTEMPTED TO UTILIZE POLICEMEN AS FRONT-LINE CASEFINDERS IN KEEPING WITH THEORIES OF PRIMARY PREVENTION. IT WAS PROPOSED THAT SELECTED POLICEMEN COULD BE PROVIDED WITH INTERPERSONAL SKILLS NECESSARY TO EFFECT CONSTRUCTIVE OUTCOMES IN DETERIORATING SITUATIONS WHICH REQUIRE POLICE INTERVENTION. REJECTION OF AN EXCLUSIVELY SPECIALIZED ROLE FOR THE POLICE OFFICERS INVOLVED WAS A MAJOR EMPHASIS. THE PROGRAM AVOIDED THE CONVERSION OF POLICEMEN INTO SOCIAL WORKERS OR PSYCHOTHERAPISTS. THE OFFICERS WERE EXPECTED TO PERFORM ALL GENERALIZED POLICE PATROL FUNCTIONS BUT WERE THE INDIVIDUALS DISPATCHED ON ALL FAMILY DISPUTES IN A GIVEN GEOGRAPHICAL AREA. IN ADDITION TO CONTINUOUS GROUP EXPERIENCE, EACH FAMILY SPECIALIST WAS ASSIGNED AN INDIVIDUAL CONSULTANT FOR AT LEAST ONE HOUR WEEKLY CONSULTATION. THE INDIVIDUAL CONSULTANTS WERE ADVANCED CLINCIAL PSYCHOLOGY STUDENTS WHO ACQUIRED IN THIS WAY AN UNUSUAL COMMUNITY CONSULTATION EXPERIENCE. THE RECIPROCAL EFFECT OF THESE ENCOUNTERS ON THE STUDENTS AND UPON THE POLICEMEN IS SELF-EVIDENT. (AUTHOR ABSTRACT)

Sponsoring Agency: U S DEPARTMENT OF JUSTICE, LAW ENFORCEMENT ASSISTANCE ADMIN, NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE.

Availability: GPO Stock Order No. 027-000-00064-9; NCJRS MICROFICHE PROGRAM; NTIS. Accession No. PB 230 758/AS.

43. **B. L. BOER and B. C. MCIVER. HUMAN RELATIONS TRAINING—LABORATORIES AND TEAM POLICING.** NORTHWESTERN UNIVERSITY SCHOOL OF LAW, 357 EAST CHICAGO AVENUE, CHICAGO IL 60611. *JOURNAL OF POLICE SCIENCE AND ADMINISTRATION*, V 1, V 2 (JUNE 1973), P 162-167. **NCJ-12016**

EFFECTIVE POLICE TEAMS AND TEAM LEADERS PLAN THE CONSTRUCTION OF THEIR TEAMS COLLABORATIVELY. LABORATORY TRAINING CAN BE APPLIED TO PROBLEMS ON THE JOB AT TWO LEVELS. LEVEL ONE, REFERRED TO AS THE 'HARD-EDGED USE OF TECHNIQUES', MEANS THE DIRECT TRANSLATION OF A TECHNIQUE DISPLAYED IN THE LABORATORY TO SOME ASPECT OF THE WORK ENVIRONMENT. LEVEL TWO, THE META-LEARNING OR FUNCTIONAL AWARENESS LEVEL, IS THE POINT AT WHICH VALUES FOCUSED ON AND REINFORCED IN THE LABORATORY BECOME PART OF THE PARTICIPANTS WORK ETHIC. THE AUTHOR CONCLUDES THAT THE CHALLENGE THAT FACES TEAM POLICING AND LABORATORY TRAINING IN THE NEAR FUTURE IS TO POOL THE TECHNIQUES AND RESOURCES IN ALL OF THE RELATED TRAINING PROGRAMS, AND FORGE FROM THE COLLECTIVE EXPERIENCE A VIABLE METHODOLOGY TO CONFRONT THE REQUIREMENTS OF LABORATORY TRAINING, AND THE COLLABORATIVE STYLE OF POLICING AND AUTHORITY THAT IS BEGINNING TO EMERGE IN THE UNITED STATES. (AUTHOR ABSTRACT MODIFIED)

44. **D. H. BURNS. ZERO ZERO NINE—A REPORT.** SOUTH CAROLINA LAW ENFORCEMENT DIVISION, NEWBERRY HIGHWAY, COLUMBIA SC 29210. 683 p. **NCJ-12441**

INITIAL PROPOSAL, COURSE MATERIAL, AND FINAL EVALUATION OF A STATEWIDE CLOSED-CIRCUIT TELEVISION TRAINING PROGRAM FOR LAW ENFORCEMENT OFFICERS. THE PROGRAM, AS OUTLINED IN SECTION ONE IN TERMS OF ADMINISTRATION, EQUIPMENT, CURRICULUM AND COST SAVINGS, PROVIDES A SERIES OF VIDEO-TAPED TRAINING PROGRAMS OF 30 TO 60 MINUTES LENGTH TO BE OFFERED OVER A 24 MONTH PERIOD. EACH TELEVISED PRESENTATION IS SUPPORTED BY A VARIETY OF VISUAL AIDS AND IS INCORPORATED INTO A TRAINING SESSION, (LASTING A MINIMUM OF TWO HOURS) CONDUCTED BY A TRAINED DISCUSSION LEADER, WHICH PERMITS EXPANDED DISCUSSION BUILT AROUND A STRUCTURE OF HYPOTHETICAL CASES. THE LECTURE OUTLINES AND STUDY WORKBOOKS ARE PROVIDED FOR EACH OF THE VIDEO-TAPED PROGRAMS, ALL OF WHICH ARE UNDER A GENERAL TITLE OF 'FROM CRIME TO COURT,' ARE PRESENTED IN SECTION TWO. THE FINAL SECTION CONTAINS A CONSULTANT'S FULL FINAL EVALUATION OF THIS PROJECT. THE EVALUATION REPORTS A HIGH DEGREE OF FAVORABLENESS TOWARD THIS METHOD OF TV TRAINING, PARTICULARLY BY THE MORE MATURE AND EXPERIENCED OFFICERS SURVEYED. THE PROJECT WAS DEEMED A HIGHLY SATISFACTORY MEANS OF EXPANDING AND IMPROVING POLICE TRAINING, WHILE SIMULTANEOUSLY EFFECTING COST SAVINGS IN TRAINING EXPENDITURES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

45. **CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814. PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)—IMPACT OF SOCIAL TRENDS ON CRIME AND CRIMINAL JUSTICE.** 380 p. 1976. **NCJ-37781**

RESULTS OF A STUDY WHICH APPLIED SELECTED FORECASTING METHODS TO THE ANALYSIS OF SOCIAL TRENDS TO IDENTIFY IMPLICATIONS FOR THE FUTURE ROLES OF CRIMINAL JUSTICE PERSONNEL AND THE TRAINING OF THOSE PERSONNEL. THE FORECASTING METHODS UTILIZED INCLUDED EXPERT OPINION, TIME-SERIES TREND DATA, AND LINEAR EXTRAPOLATION OF TRENDS. THE FORECASTING METHODS WERE SELECTED ON THE ASSUMPTION THAT, ALTHOUGH AMERICAN SOCIETY IS UNDERGOING MAJOR CHANGES, TRENDS THAT HAVE BEEN IN EXISTENCE FOR HUNDREDS OF YEARS HAVE A HIGH PROBABILITY OF CONTINUING THROUGHOUT THE REMAINDER OF THIS CENTURY AND, PERHAPS, WELL INTO THE NEXT CENTURY. INDEED, MANY OF THE CHANGES IN AMERICAN SOCIETY ARE SEEN TO BE THE MANIFESTATIONS OF THE LONG-RANGE TRENDS. FOLLOWING A LITERATURE REVIEW OF THE MAJOR LONG-RANGE TRENDS DESCRIBED BY MANY SCHOLARS AND SOCIAL SCIENTISTS, TEN LONG-RANGE TRENDS OF GROUPS OF CLOSELY RELATED TRENDS WERE SELECTED FOR DETAILED DESCRIPTION AND ANALYSIS OF IMPLICATIONS FOR THE CRIMINAL JUSTICE SYSTEM. THE TRENDS SELECTED REFLECT A CONSENSUS OF EXPERT OPINION ON THE DIRECTIONS IN WHICH AMERICAN SOCIETY IS MOVING AND HAVE SIGNIFICANT CONSEQUENCES FOR THE CRIMINAL JUSTICE SYSTEM. THE REASONS FOR THE SELECTION OF THE FORECASTING METHODS AND THE SPECIFIC LONG-RANGE TRENDS ARE REVIEWED. THE TRENDS ARE: POPULATION GROWTH, INDUSTRIALIZATION, URBANIZATION, INCREASING UTILITARIANISM IN SOCIETY, INCREASING SCIENCE AND TECHNOLOGY, INCREASING DEMOCRATIZATION, INCREASING BUREAUCRACY, INCREASING ECONOMIC INFLUENCE, INCREASING PROFESSIONALIZATION, AND INCREASING AUTOMATION OF PRODUCTION AND INFORMATION. EACH OF THESE TRENDS IS DESCRIBED, AND ITS IMPLICATIONS ARE EXAMINED FOR CRIMINAL JUSTICE, POLICE, COURTS, CORRECTIONS, AND TRAINING AND EDUCATION. A METHOD FOR MONITORING THESE TRENDS IS ALSO PRESENTED. THIS METHOD IDENTIFIES KEY INDICATORS WITHIN EACH OF THE MAJOR TRENDS THAT COULD BE USED AS SENSING TOOLS FOR: (1) EARLY WARNING INDICATORS OF CRIME, OR (2) EARLY WARNING SIGNALS OF POSSIBLE IMPLICATIONS FROM CRIMINAL JUSTICE SYSTEM ROLES, OPERATIONS, ORGANIZATION, AND STAFFING. THE USE OF THE INDICATORS FOR RESEARCH, PLANNING, AND OPERATIONAL DECISION MAKING IS DESCRIBED. THE RESULTS OF THE STUDY INCLUDE STATEMENTS OF EXISTING CONDITIONS, DESCRIPTIONS OF

TRENDS, AND RECOMMENDATIONS FOR ACTION. THE STUDY CONCLUDES, AMONG OTHER THINGS, THAT CRIME CAN BE EXPECTED TO INCREASE, THAT THE ROLE OF CRIMINAL JUSTICE PERSONNEL CAN BE EXPECTED TO CHANGE, AND THAT NEW FOCUSES OF EDUCATION AND TRAINING WILL BE REQUIRED. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASS BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL.

Availability: DAVIS PUBLISHING COMPANY, 250 POTRERO STREET, SANTA CRUZ CA 95060.

46. **F. A. CIZON and W. M. T. SMITH. POLICE-COMMUNITY RELATIONS TRAINING—SOME GUIDELINES FOR SUCCESSFUL POLICE-COMMUNITY RELATIONS TRAINING PROGRAMS.** 51 p. 1970. **NCJ-00181**

HIGH PRIORITY OF POLICE-COMMUNITY RELATIONS HAS LED TO THE DEVELOPMENT OF SPECIAL TRAINING FOR URBAN POLICEMEN AT ALL LEVELS. BECAUSE OF SUPREME COURT DECISIONS ON POLICE PRACTICES, POLICE OFFICERS ACROSS THE COUNTRY ARE LOOKING AT THEIR ROLES WITHIN THE COMMUNITIES THEY SERVE. THE NECESSITY FOR THE POLICE TO MAINTAIN A BALANCE BETWEEN THE SECURITY OF THE COMMUNITY AND INDIVIDUAL RIGHTS, AND TO WORK WITH THE COMMUNITY HAS LED TO SPECIALIZED TRAINING IN THIS FIELD. THIS REPORT ANALYZES COMPLETED TRAINING PROGRAMS IN THE FOLLOWING SEQUENCE; PURPOSE, DESIGN, PRE-PROGRAM PREPARATION, RELATIONSHIP TO THE REMAINDER OF THE DEPARTMENT, PARTICIPANTS, FACILITIES, ADMINISTRATION, CONTENT, STAFF, RESPONSE, COMMUNITY IMPRESSIONS, AND OVERALL OBSERVATIONS. THE THREE PROGRAMS ARE DISCUSSED AND CONCLUSIONS AND SUGGESTIONS ARE DRAWN FOR THE MOST EFFICIENT METHOD OF PRESENTING A PROGRAM OF COMMUNITY RELATIONS TRAINING. THE PROGRAM MUST BE COMPREHENSIVE WITH TOTAL BACKING BY THE DEPARTMENT AT ALL LEVELS, AND THE OBJECTIVES MUST BE STATED CLEARLY. THE STAFF, PARTICIPANTS AND CONTENT MUST BE COMPATIBLE WITH EACH OTHER WITH SCHEDULING TAKING INTO ACCOUNT WORK SCHEDULES AND TIME OFF TO MAINTAIN CONTINUITY. LASTLY, THERE MUST BE CONTINUOUS AND SYSTEMATIC EVALUATION AS TO ITS EFFECTIVENESS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

47. **S. J. DANISH and N. FERGUSON. TRAINING POLICE TO INTERVENE IN HUMAN CONFLICT (FROM URBAN POLICEMAN IN TRANSITION—A PSYCHOLOGICAL AND SOCIOLOGICAL REVIEW, 1973 BY JOHN R SNIBBE ET AL—SEE NCJ-10410).** CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717. 21 p. 1973. **NCJ-47066**

SOME SPECIFIC GOALS OF TRAINING POLICE IN FAMILY CRISIS INTERVENTION AND METHODS EMPLOYED TO ACHIEVE THESE GOALS ARE DESCRIBED AND A NEW TRAINING MODEL IS PROPOSED. THE FIRST STEP IN IDENTIFYING REALISTIC GOALS OF POLICE TRAINING FOR CRISIS INTERVENTION IS TO DETERMINE THE MAJOR FUNCTIONS OF THE POLICE IN HANDLING DOMESTIC CRISES. SURVEYS HAVE SHOWN THAT THE POLICE THEMSELVES PERCEIVE THEIR ROLE AS 80 PERCENT 'SOCIAL WORK,' SUCH AS GIVING DIRECTIONS AND INTERCEDING IN DOMESTIC RELATIONS. ANALYSES HAVE SHOWN THAT 90 PERCENT OF POLICE TIME IS SPENT SOLVING NONCRIMINAL TYPE PROBLEMS RELATING TO PERSONAL CRISIS. FIFTY PERCENT OF POLICE CALLS NATIONWIDE ARE REQUESTS TO INTERVENE IN FAMILY DISPUTES. THE POLICE OFFICER HAS THUS BECOME A HELPING AGENT WHOSE TWO MAJOR FUNCTIONS ARE INFORMATION AND COMMUNITY RELATIONS, AND ASSISTANCE IN HUMAN CONFLICT SITUATIONS. THUS, THE SKILLS THAT ARE ESSENTIAL TO SUCH WORK INCLUDE: (1) COMMUNICATIONS SKILLS, INCLUDING AN UNDERSTANDING OF SUBTLE VERBAL AND NONVERBAL BEHAVIORS; (2) AN UNDERSTANDING OF LIKELY REACTIONS OF VARIOUS SEGMENTS OF THE COMMUNITY TO THE POLICE; (3) AN ABILITY TO CONVINCE OTHERS OF ONE'S DESIRE AND ABILITY TO BE EFFECTIVE HELPER; AND (4) THE EFFECTIVE USE OF ONE'S OWN EMOTIONS IN CONFLICT SITUATIONS. THESE SKILLS ARE SPECIFIC ENOUGH TO BE BEHAVIORALLY DEFINED AND THEREFORE MORE READILY TEACHABLE. THE TRAINING MODEL PROPOSED TO TEACH THESE SKILLS INVOLVES FIVE STAGES: (1) USING EFFECTIVE NONVERBAL BEHAVIOR; (2) USING EFFECTIVE VERBAL BEHAVIOR; (3) UNDERSTANDING ONE'S NEEDS IN ORDER TO HELP OTHERS; (4) UNDERSTANDING OTHERS' COMMUNICATIONS; AND (5) ESTABLISHING EFFECTIVE RELATIONSHIPS. CERTAIN INSTRUCTIONAL PRINCIPLES ARE USED, SUCH AS SELF-LEARNING BY GROUP DISCUSSION, ACTIVE TRAINEE PARTICIPATION, AND IMMEDIATE FEEDBACK FROM A TEACHER OR THE GROUP CONCERNING THE APPROPRIATENESS OF TRAINEES' RESPONSES. THE FOLLOWING FORMAT WAS USED TO TEACH EACH INDIVIDUAL SKILL: IDENTIFYING AND DEFINING THE SKILL OR ABILITY TO BE LEARNED; DISCUSSING THE NEED FOR THE SKILL; GIVING EXAMPLES OF THE SKILL; SPECIFYING THE LEVEL OF ATTAINMENT NECESSARY TO DEMONSTRATE THAT THE SKILL OR ABILITY IS UNDERSTOOD; AND PRACTICING THE SKILL TO THE POINT THAT THE PARTICIPANT CAN DEMONSTRATE THAT THE SKILL HAS BEEN LEARNED. THE PRIMARY FOCUS OF THIS TRAINING IS TOWARD CHANGING THE TRAINEE'S BEHAVIOR RATHER THAN HIS ATTITUDES, AS IT IS DOUBTFUL WHETHER ATTITUDES CAN BE CHANGED IN A SHORT TIME. THERE ARE ALSO INDICATIONS THAT WHEN ONE'S BEHAVIOR TOWARD ANOTHER CHANGES, ATTITUDES OR FEELINGS WILL CHANGE AS WELL. REFERENCES ARE PROVIDED.

48. **J. M. DEFILIPPO and E. T. PROSTANO. PATROL INVESTIGATION INSTRUCTIONAL UNITS.** UNIVERSITY OF PITTSBURGH SCHOOL OF LAW JOURNAL OF LEGAL EDUCATION, PITTSBURGH PA 15213. 69 p. 1978. **NCJ-47409**

A PROGRAM DESIGNED TO TRAIN PATROL OFFICERS IN THE NORTH HAVEN, CONN., DEPARTMENT OF POLICE SERVICE TO ASSUME GREATER RESPONSIBILITY FOR THE PRELIMINARY INVESTIGATION OF CRIMINAL INCIDENTS IS PRESENTED. ALTHOUGH THE PROGRAM CONTAINS UNITS OF SPECIAL INTEREST TO THE DEPARTMENT OF POLICE SERVICE—THOSE DEALING WITH ROBBERY, BURGLARY, LARCENY, AND ASSAULT—IT ALSO CONTAINS THE FOLLOWING ADDITIONAL INSTRUCTIONAL UNITS: PROGRAM INTRODUCTION, CRIME SENTENCE, EVIDENCE FINGERPRINTS, PHOTOGRAPHY, NOTETAKING AND REPORT WRITING, AND ADMINISTRATIVE POLICY AND PROCEDURES. EACH UNIT IN THE PROGRAM CONTAINS THE FOLLOWING ELEMENTS: RATIONALE -A BRIEF SUMMARY OF WHY THE UNIT EXISTS; TRAINEE LEARNING OBJECTIVES—OBJECTIVES STATE WHAT THE TRAINEE WILL BE ABLE TO DO AT THE END OF THE LEARNING EXPERIENCE; CONTENT OUTLINE—THE OUTLINE PROVIDES AN OVERVIEW OF THE SUBJECT UNDER CONSIDERATION AND THE FLOW OF INFORMATION TO BE PROVIDED; ACTIVITIES FOR THE INSTRUCTORS—THE LISTED ACTIVITIES ARE SUGGESTED ALTERNATIVES FOR INSTRUCTORS TO EMPLOY AND ARE PROCESS ORIENTED; RESOURCES—THE RESOURCES CITED PROVIDE INFORMATION ESSENTIAL FOR SUCCESSFUL COMPLETION OF THE UNIT; AND EVALUATION—THE EVALUATION SEGMENT OF EACH UNIT PROVIDES AT LEAST TWO OPTIONS, WHICH INCLUDE A WRITTEN TEST AND A PERFORMANCE OPTION. A SCHEDULE FOR THE IMPLEMENTATION OF THIS 32 HOUR PROGRAM IS PROVIDED.

Sponsoring Agency: CONNECTICUT JUSTICE COMMISSION, 75 ELM STREET, HARTFORD CT 06115.

Availability: NCJRS MICROFICHE PROGRAM.

49. DENVER POLICE DEPARTMENT, CITY COUNTY BUILDING, DENVER CO 80207. DENVER—POLICE DEPARTMENT—CRIME PREVENTION TRAINING PROGRAM--FINAL REPORT. 225 p. 1975. **NCJ-32257**

THIS REPORT DESCRIBES THE PROJECT DEVELOPMENT AND RESULTS FOR THIS PROGRAM WHICH PROVIDED CLASSROOM TRAINING AND FOLLOW-UP VIDEOTAPE INSTRUCTION IN CRIME PREVENTION FOR THE 1300 MEMBERS OF THE DENVER POLICE DEPARTMENT. TWO METHODS OF TRAINING WERE UTILIZED. EACH OFFICER WAS EXPOSED TO FORTY HOURS OF CLASSROOM INSTRUCTION INCLUDING LECTURE, DEMONSTRATION OF VARIOUS LOCKS AND SECURITY DEVICES, AND FIELD PROBLEMS RELATING TO SECURITY. SECOND, FOLLOW UP TRAINING WAS PROVIDED THROUGH USE OF VIDEO TRAINING FACILITIES. THE PROGRAM ALSO INCLUDED MANPOWER RESOURCE ALLOCATIONS AND A MINORITY HIRING PROGRAM. IN THIS REPORT, IMPACT CRIME DATA IS PRESENTED SHOWING INCREASES IN REPORTED CRIMES FROM THE YEARS 1966 THROUGH 1973. THE RATIONALE FOR REDUCING THESE RATES OF INCREASE THROUGH CRIME PREVENTION TRAINING IS THEN PRESENTED AND DISCUSSED. SUCH TRAINING IS SEEN AS ENABLING OFFICERS TO ACT AS RESOURCE PEOPLE FOR THE COMMUNITY IN ORDER THAT THE AVERAGE CITIZEN CAN BECOME A PARTICIPANT IN THE CRIME REDUCTION EFFORT BY TAKING PREVENTATIVE STEPS RECOMMENDED BY THE POLICE OFFICER TO MAKE THE COMMISSION OF CRIME MORE DIFFICULT. THE METHODS AND PROCEDURES USED IN FORMULATING THE IN-SERVICE TRAINING PROGRAM ARE THEN DISCUSSED. INCLUDED HERE ARE DISCUSSIONS OF CURRICULUM DEVELOPMENT, STAFFING PROCEDURES, SCHEDULING, AND TESTING CRITERIA. COST AND PROCUREMENT OF VISUAL DISPLAYS IS ALSO NOTED. QUANTITATIVE DATA REPORTING THE RESULTS AND EVALUATION OF THE TRAINING CLASSES ARE PRESENTED AS WELL. THE EVALUATION INSTRUMENT TESTED THE KNOWLEDGE LEVEL OF OFFICERS REGARDING CRIME PREVENTION ON A PRE AND POST TEST BASIS AND IMPROVEMENTS IN THIS LEVEL AS A RESULT OF THE TRAINING PROGRAM. WHILE THE BULK OF DATA CONCERNS IMPROVEMENTS IN KNOWLEDGE LEVELS, A DISCUSSION OF INCREASED OFFICER-CITIZEN CONTACT REGARDING CRIME PREVENTION IS PRESENTED. THIS INCLUSION OF THE USE CRITERIA IS CONSIDERED AN IMPORTANT ELEMENT IN JUDGING THE OVERALL SUCCESS OF THE PROGRAM. THE SUMMARY AND CONCLUSIONS DISCUSS PROBLEMS AND THE STRATEGIES USED FOR OVERCOMING THEM IN THE IMPLEMENTATION OF THE TRAINING PROGRAM AND THE ADMINISTRATIVE DETAILS THAT ACCOMPANIED IT. FINALLY, THE APPENDIX CONTAINS ALL THE AVAILABLE REPORTS, DOCUMENTS, HAND OUT MATERIALS, AND SO FORTH THAT WERE GENERATED FROM THE IN-SERVICE TRAINING GRANT.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

50. DISTRICT OF COLUMBIA METROPOLITAN POLICE DEPARTMENT, 300 INDIANA AVENUE, NW, WASHINGTON DC 20001. BASIC OFFICER TRAINING SYSTEM DESIGN. 82 p. 1972. **NCJ-09624**

RESULT OF A PROJECT DESIGNED TO MAKE THE TRAINING OF POLICE OFFICERS RELEVANT TO PERFORMANCE 'ON THE STREET.' THIS REPORT OUTLINES A POLICE TRAINING PROGRAM UTILIZING A SYSTEMATIC CURRICULUM DESIGN. THE POLICE TRAINING-LEARNING TASK IS DEFINED IN TERMS OF TASKS, SUB-TASKS, PERFORMANCE SEQUENCES, BEHAVIORAL MODES, AND CRITERIA FOR MEASURING COMPETENCE. THE APPENDIX CONTAINS GRAPHIC REPRESENTATIONS OF THE PERFORMANCE OBJECTIVES ARRANGED IN A LEARNING HIERARCHY, AND SELECTED TESTS AND TASK ANALYSES. (AUTHOR ABSTRACT MODIFIED)

51. M. J. DONAHUE. PEER COUNSELING FOR POLICE OFFICERS—A PROGRAM FOR SKILL DEVELOPMENT AND PERSONAL GROWTH. 168 p. 1977. **NCJ-45388**

A STUDY WAS DESIGNED TO ASCERTAIN THE EFFECTS OF A COURSE IN PEER COUNSELING SKILLS UPON A GROUP OF POLICE OFFICERS AND TO DETERMINE WAYS OF HELPING THEM DEAL WITH THE STRESS ARISING FROM THE UNIQUE NATURE OF THEIR WORK. A SAMPLE OF 22 MALE POLICE OFFICERS WAS CHOSEN FROM A MEDIUM-SIZED POLICE DEPARTMENT IN MASSACHUSETTS. THESE OFFICERS HAD VOLUNTEERED TO TAKE A COLLEGE-LEVEL COURSE ENTITLED 'INTRODUCTION TO COUNSELING.' THEY WERE RANDOMLY ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS AND WERE PRETESTED AND POSTTESTED ON THE CARKHUFF EMPATHY SCALE AND THE LOEVINGER SENTENCE COMPLETION FORM. THE OFFICERS IN THE EXPERIMENTAL GROUP WERE TAUGHT PEER COUNSELING SKILLS OF ATTENDING, LISTENING, RESPONDING, CONFRONTING, AND PLANNING FOR ACTION. PARTICULAR JOB-RELATED ISSUES OF CONCERN TO POLICE OFFICERS WERE ALSO DISCUSSED. THE FOLLOWING HYPOTHESES WERE CONSIDERED IN THE STUDY: (1) COMMUNICATION SKILLS OF POLICE OFFICERS AS MEASURED BY THE CARKHUFF EMPATHY SCALE CAN BE SIGNIFICANTLY IMPROVED BY A COURSE IN PEER COUNSELING SKILLS; AND (2) EGO DEVELOPMENT OF POLICE OFFICERS AS MEASURED BY THE LOEVINGER SENTENCE COMPLETION FORM CAN BE SIGNIFICANTLY IMPROVED BY SUCH A COURSE. ANALYSIS OF THE TEST RESULTS SUPPORTED THE HYPOTHESIZED IMPROVEMENT IN LEVEL OF COMMUNICATION SKILLS, ALTHOUGH NO INCREASE IN LEVEL OF EGO DEVELOPMENT WAS SHOWN. THIS LACK OF CHANGE MAY POINT OUT THE RIGIDITY OF ADULT EGO STRUCTURES AND THE NEED FOR MORE POWERFUL EXPERIENCE TO STIMULATE CHANGE. THE IMPLICATIONS OF THESE FINDINGS ARE DISCUSSED IN RELATION TO THE DEVELOPMENT OF PEER COUNSELING PROGRAMS WITHIN POLICE DEPARTMENTS. THE LITERATURE CONCERNING THE ROLE AND FUNCTION OF THE POLICE AND THE STRESS OF THEIR WORK IS EXAMINED. THE NEED FOR DEVELOPING WAYS OF DEALING WITH STRESS IS MADE EXPLICIT AND PEER COUNSELING IS PRESENTED AS ONE ALTERNATIVE WHICH MAY ENABLE POLICE OFFICERS TO DISCUSS JOB-RELATED CONCERNS WITH EACH OTHER IN A HELPING MANNER. SUGGESTIONS ARE MADE FOR FURTHER RESEARCH IN THE AREA OF ADULT DEVELOPMENTAL THEORY AND IN THE IMPLEMENTATION OF PEER COUNSELING PROGRAMS FOR POLICE OFFICERS. APPENDIXES OUTLINE THE CURRICULUM OF THE EXPERIMENTAL COURSE, THE TESTS USED TO EVALUATE COMMUNICATION SKILLS AND EGO DEVELOPMENT, AND THE RAW SCORES OF THE PARTICIPANTS. A BIBLIOGRAPHY IS PROVIDED. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: BOSTON UNIVERSITY—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. GAX77-21637.

52. H. H. EARLE. POLICE RECRUIT TRAINING—STRESS VS. NON-STRESS—A REVOLUTION IN LAW ENFORCEMENT CAREER PROGRAMS. 232 p. 1972. **NCJ-09443**

THE EFFICACY OF TWO OPPOSING METHODOLOGIES CONCERNING THE SELECTION AND TRAINING OF POLICE OFFICERS IS TESTED. THE LOS ANGELES COUNTY SHERIFF'S DEPARTMENT CONDUCTED A THREE-YEAR EXPERIMENT COMPARING TWO TRAINING METHODS. STRESS TRAINING, BASED ON THE MILITARY MODEL, INVOLVES INTENSIVE PHYSICAL DEMANDS AND PSYCHOLOGICAL PRESSURE IN THE FORM OF VERBAL ABUSE AND UNCERTAINTY ABOUT REQUIRED BEHAVIOR. NON-STRESS TRAINING EMPHASIZES ACADEMIC ACHIEVEMENT, PHYSICAL TRAINING, ADMINISTRATIVE DISCIPLINARY PROCEDURES, AND A RELAXED AND SUPPORTIVE INSTRUCTOR-TRAINEE RELATIONSHIP. THIS BOOK DETAILS THE BACKGROUND, METHODOLOGY AND RESULTS OF A COMPARISON OF TWO RECRUIT CLASSES. THE CLASSES WERE DIVIDED INTO AN EXPERIMENTAL GROUP AND A CONTROL GROUP AND THE TRAINEES IN EACH WERE MATCHED ON THE BASIS OF EDUCATION, PREVIOUS MILITARY OR POLICE EXPERIENCE, MARITAL STATUS, AGE AND RACE. THE RESULTS INDICATE THAT NON-STRESS—TRAINED OFFICERS DIS-

PLAYED A HIGHER LEVEL OF PERFORMANCE PROFICIENCY IN THE FIELD, A HIGHER LEVEL OF JOB SATISFACTION, AND A HIGHER LEVEL OF PERFORMANCE ACCEPTABILITY BY PERSONS SERVED. THE APPENDICES CONTAIN DETAILED DATA ON INDIVIDUAL TRAINEE PERFORMANCES, SAMPLES OF THE EVALUATION FORMS AND QUESTIONNAIRES USED, AND AN EXTENSIVE BIBLIOGRAPHY.

Availability: CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717.

53. **J. R. FARMER. DRIVER TRAINING PROGRAM THAT WORKS!** COPP ORGANIZATION, INC, 37 WEST 38TH STREET, NEW YORK NY 10018. *LAW AND ORDER,* V 26, N 11 (NOVEMBER 1978), P 76-84. **NCJ-53186**

THE RESULTS OF AN EXPERIMENT USING THE GENERAL MOTORS DRIVER TRAINING PROGRAM IN THE OAKLAND COUNTY, MICH., SHERIFF'S DEPARTMENT ARE REPORTED, AND THE DRIVER TRAINING PROGRAM FOR PHOENIX, ARIZ., POLICE IS DESCRIBED. IT IS NOTED THAT POLICE CAR ACCIDENTS ARE A GROWING PROBLEM THROUGHOUT THE NATION. IN AN EFFORT TO DEAL WITH THIS PROBLEM, THE OAKLAND COUNTY, MICH., SHERIFF'S DEPARTMENT PARTICIPATED IN AN EXPERIMENT USING A DRIVER'S TRAINING PROGRAM DESIGNED BY GENERAL MOTORS. THE PROGRAM DEVELOPED FROM RESEARCH INDICATING THAT THE DRIVER IS THE MAJOR ELEMENT IN CAUSING ACCIDENTS. THE OAKLAND COUNTY SHERIFF'S DEPARTMENT SELECTED 60 OFFICERS WITH SIMILAR BACKGROUNDS AND EXPERIENCE AND SPLIT THEM INTO TWO GROUPS. THE CONTROL GROUP RECEIVED NO TRAINING; THE EXPERIMENTAL GROUP RECEIVED AN 8-HOUR GENERAL MOTORS COURSE. THE COURSE INVOLVED INSTRUCTION AND DEMONSTRATIONS, FOLLOWED BY STUDENT PRACTICE IN STEERING, TAKING EVASIVE ACTION IN EMERGENCY SITUATIONS, AND BRAKING. EACH ELEMENT OF THE COURSE IS DESCRIBED. BY THE END OF 3 YEARS AFTER THE TRAINING IT WAS FOUND THAT THE TRAINED GROUP HAD EXPERIENCED ONLY 5 ACCIDENTS, WHILE THE CONTROL GROUP HAD 10. THE PHOENIX, ARIZ., POLICE DEPARTMENT MODIFIED THE GENERAL MOTORS PROGRAM TO MEET ITS OWN NEEDS. SINCE NEARLY 80 PERCENT OF ALL POLICE CAR ACCIDENTS IN PHOENIX HAVE INVOLVED IMPROPER BACKING, THE TRAINING COURSE PLACES EMPHASIS ON BACKING, SIMULATING ACTUAL FIELD SITUATIONS. NEW RECRUITS MUST QUALIFY ON THE COURSE BEFORE THEY ARE SWORN IN AS OFFICERS. ELEMENTS OF THE DRIVING COURSE ARE DESCRIBED. IT IS NOTED THAT THE NUMBER OF ACCIDENTS JUDGED TO BE THE OFFICER'S FAULT HAS DROPPED 10 TO 20 PERCENT SINCE THE INTRODUCTION OF THE COURSE. SOME ADVICE ON DRIVING HABITS IS OFFERED, AND INFORMATION IS GIVEN ABOUT WHOM TO CONTACT FOR INQUIRIES ABOUT THE PROGRAMS DESCRIBED.

54. **J. P. FRAUNCES. TEACHING STRATEGIES FOR INFLUENCING POLICE OFFICERS' PERCEPTIONS OF THE DEGREE OF ANXIETY IN INNER-CITY CHILDREN.** 153 p. 1977. **NCJ-54377**

A SAMPLE OF OFFICERS WHO SCREEN JUVENILES ARE TESTED TO DETERMINE THE TRAINING METHODS MOST EFFECTIVE IN CHANGING PERCEPTIONS OF THE ANXIETY PRESENT IN INNER-CITY CHILDREN. STUDIES ARE REVIEWED WHICH SHOW THAT ADULTS CONTACTING INNER-CITY CHILDREN GENERALLY HAVE AN INACCURATE PERCEPTION OF THE HIGH ANXIETY LEVELS PRESENT IN INNER-CITY CHILDREN. IN AN EFFORT TO DETERMINE THE MOST EFFECTIVE TRAINING METHOD FOR REMEDYING THIS CONDITION AMONG POLICE OFFICERS, A POPULATION OF 290 POLICE OFFICERS ASSIGNED TO THE JUVENILE AID DIVISION OF A LARGE NORTHEASTERN CITY'S POLICE DEPARTMENT WAS GIVEN PRETESTS AND POSTTESTS TO ASCERTAIN THE EFFECT OF A VARIETY OF TEACHING METHODS ON PERCEPTIONS OF ANXIETY IN INNER-CITY CHILDREN. THE SUBJECTS WERE RANDOMLY ASSIGNED TO THREE TREATMENT GROUPS (N60; N40; N46). A CONTROL GROUP NOT RECEIVING ANY TRAINING CONSISTED OF 136 RANDOMLY ASSIGNED OFFICERS. THE DEPENDENT VARIABLE WAS THREE METHODS OF INSTRUCTION WHICH CONSISTED OF A STRAIGHT LECTURE, A LECTURE AND GROUP DISCUSSION WITH REVOCABLE COMMITMENT, AND A LECTURE AND GROUP DISCUSSION WITH IRREVOCABLE COMMITMENT. IRREVOCABLENESS WAS DIFFERENTIALLY INDUCED BY KEEPING THE GROUP MEMBERSHIP INTACT DURING THE VARIOUS STAGES OF THE EXPERIMENT. TWO OF THE THREE TREATMENT GROUPS EXPERIENCED CHANGE AS RESULT OF THE TRAINING; HOWEVER, THE LECTURE/REVOCABLE COMMITMENT GROUP FAILED TO EXPERIENCE CHANGE. IT IS BELIEVED THE LOW CREDIBILITY OF THE INSTRUCTOR WAS THE PRINCIPAL FACTOR IN THIS FAILURE. IT IS SUGGESTED THAT A FUTURE EXPERIMENT MIGHT TEST THE INDUCEMENT OF ATTITUDE CHANGE ON THE COGNITIVE AND EMOTIONAL LEVELS, AND THEN EXAMINE THE EFFECTS OF REINFORCING THIS ATTITUDE CHANGE BEHAVIORALLY OVER TIME. THE APPENDIXES PROVIDE SAMPLES OF THE INSTRUMENTS USED IN THE STUDY, AND DATA OBTAINED FROM THE STUDY ARE REPORTED. A BIBLIOGRAPHY IS ALSO PROVIDED.

Supplemental Notes: TEMPLE UNIVERSITY—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 77-13,508.

55. **C. KEYS, A. FUEHRER, J. BARTUNEK, and M. VANCE, Eds. SMALL GROUP TRAINING FOR LAW ENFORCEMENT PERSONNEL—A BIBLIOGRAPHY.** 13 p. 1977. **NCJ-45252**

WRITTEN MATERIALS RELATED TO COLLABORATION BETWEEN LAW ENFORCEMENT OFFICIALS AND BEHAVIORAL SCIENTISTS IN THE TRAINING OF POLICE OFFICERS TO PERFORM SPECIALIZED PUBLIC SERVICES ARE CITED. SEVERAL OF THE BIBLIOGRAPHY'S SECTION TITLES—ESTABLISHMENT OF GENERAL HUMAN RELATIONS TRAINING PROGRAMS, FAMILY CRISIS INTERVENTION TRAINING, AND POLICE-COMMUNITY RELATIONS TRAINING—REFLECT THE AREAS IN WHICH GROUP TRAINING PRACTITIONERS MOST OFTEN ARE ABLE TO ASSIST POLICE DEPARTMENTS. OTHER SECTIONS CITE REFERENCES ON GENERAL COLLABORATIVE EFFORTS, TRAINING MATERIALS, POLICE DEPARTMENT ORGANIZATION, AND RECRUIT SELECTION. THE LISTING INCLUDES BOOKS, ARTICLES, REPORTS, DOCTORAL DISSERTATIONS, AND CONVENTION PAPERS—MOST PUBLISHED IN THE 1970'S. APPROXIMATELY 100 CITATIONS ARE INCLUDED.

Sponsoring Agency: US DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE NATIONAL INSTITUTE OF MENTAL HEALTH, 5600 FISHERS LANE, ROCKVILLE, MD 20852.

Availability: COUNCIL OF PLANNING LIBRARIANS, P O BOX 229, MONTICELLO IL 61856.

56. **J. C. KULIS. POLICE IDENTITY WORKSHOPS—PSYCHOLOGY TRAINING IN LAW ENFORCEMENT.** JUSTICE OF THE PEACE, LTD, EAST ROW, LITTLE LONDON, CHICHESTER, SUSSEX, ENGLAND. *POLICE JOURNAL,* V 49, N 3 (JULY-SEPTEMBER 1976), P 181-198. **NCJ-36476**

DETAILED EXPLANATION OF THE ACTIVITIES OF THIS WORKSHOP DESIGNED TO ASSIST POLICE PERSONNEL IN DEALING WITH OCCUPATIONAL PRESSURES WHICH LEAD TO POLICE ABUSE OR POLICE INEFFICIENCY. THE WORKSHOP CONSISTS OF A SERIES OF INTERLOCKING ACTIVITIES IN WHICH TRAINEES ARE PUT UNDER A HIGH DEGREE OF PSYCHOLOGICAL PRESSURE TO EXAMINE THEMSELVES IN TERMS OF THEIR INDIVIDUAL ABILITY TO ADAPT TO THEIR OCCUPATIONAL ROLE. PARTICIPANTS RECEIVE COGNITIVE INPUT RELATIVE TO JOB PERFORMANCE AND THEN, IN ROLE-PLAYING SITUATIONS, ARE FORCED TO PUT IDEAS INTO ACTION. ACTIVITIES ARE TIMED AND EXECUTED SO AS TO STIMULATE PARTICIPANTS TO TRY TO DEVELOP AN OCCUPATIONAL IDENTITY OF BEING A PERSON WHO IS ACTIVE, WHO TAXES INITIATIVE, WHO DISPLAYS LEADERSHIP, AND WHO DOES NOT RESPOND TO EVENTS WHICH, IF BLINDLY REACTED TO, WOULD FRUSTRATE THE ACHIEVEMENT OF HIS OFFICIAL OBJECTIVES. THE TOTAL WORKSHOP IS DESIGNED TO LAST 64 HOURS—APPROXIMATELY TWO FULL WORKING WEEKS—AND WORKSHOP

ACTIVITIES FALL INTO THREE CLUSTERS: LABORATORY SESSIONS, IN WHICH TRAINEES PLAY THE PART OF POLICE OFFICERS RESPONDING TO ASSORTED INCIDENTS; THEORY SESSIONS, AND PERSONALITY MEASUREMENT SESSIONS. DAILY MORNING THEORY SESSIONS CONSIST OF A PACKAGE OF LECTURES AND READINGS IN SOCIAL PSYCHOLOGY. THE GOAL OF THE PERSONALITY MEASUREMENT SESSION IS TO STIMULATE PARTICIPANTS—VIA STRUCTURED COMPARISONS 'OF THEMSELVES WITH OTHER PEOPLE—TO THINK ABOUT THEIR GENERAL PSYCHOLOGICAL FUNCTIONING AND ITS RELATIONSHIP TO OCCUPATIONAL PERFORMANCE AND IDENTITY. THIS PROGRAM HAS BEEN ACCREDITED BY THE CHICAGO CITY COLLEGE AS A CREDIT BEARING COURSE FOR ALL CHICAGO POLICE RECRUITS. REFERENCES ARE INCLUDED.

57. **P. A. MANN. PSYCHOLOGICAL CONSULTATION WITH A POLICE DEPARTMENT A DEMONSTRATION OF COOPERATIVE TRAINING IN MENTAL HEALTH.** 178 p. 1973. **NCJ-10678**

PSYCHOLOGICAL CONSULTATION SERVICE PROVIDED TO A TEXAS POLICE DEPARTMENT LEADS TO NEW METHODS OF PROVIDING MENTAL HEALTH SERVICES TO A COMMUNITY. AFTER BECOMING FAMILIAR WITH POLICE METHODS, THE CONSULTING STAFF INFORMED POLICEMEN OF REFERRAL SOURCES, SET UP INTERAGENCY MEETINGS BETWEEN POLICE ADMINISTRATORS AND SUPERVISORS AND MENTAL HEALTH WORKERS, AND HELPED WITH A TRAINING PROGRAM FOR HANDLING DISTURBED BEHAVIOR. THIS BOOK DOCUMENTS THE ACTIVITIES OF THE STAFF (COMPOSED OF UPPER LEVEL PSYCHOLOGY STUDENTS FROM THE UNIVERSITY OF TEXAS) AND ALSO DISCUSSES UNDERLYING BEHAVIORAL PRINCIPLES. THEORIES OF PSYCHOSOCIAL INTERVENTION, AND THE PSYCHOLOGY OF POLICE ORGANIZATION. AS A WHOLE, THE POLICE REGARDED THE PROGRAM ENTHUSIASTICALLY. THE RESULTS INDICATE THAT THE PROJECT WAS INSTRUMENTAL IN EFFECTING CHANGES IN POLICE INTERVENTION IN CRISIS SITUATIONS. RESULTS ALSO SUGGEST THAT ATTITUDE CHANGE IS NOT NECESSARY FOR BEHAVIORAL CHANGE. (AUTHOR ABSTRACT MODIFIED)

Availability: CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717.

58. **J. L. MCNEILL JR and J. P. LASZLO. RACE RELATIONS AWARENESS TRAINING FOR COLUMBUS, GEORGIA POLICE DEPARTMENT.** RACE RELATIONS CONSULTING, INC CROSS COUNTRY PLAZA. 79 p. 1973. **NCJ-13253**

ACTIVITIES OF RACE RELATIONS CONSULTING FIRM DURING PLANNING, IMPLEMENTATION, AND EVALUATION OF PROGRAM OF POLICE TRAINING. THE COLUMBUS, GA., POLICE DEPARTMENT AND RACE RELATIONS CONSULTING FIRM WORKED TOGETHER ON A DEPARTMENT OF JUSTICE GRANT TO ESTABLISH MORE POSITIVE RELATIONSHIPS AMONG THE POLICE, DIFFERENT ETHNIC GROUPS, AND THE COMMUNITY. DETAILS OF THE DEVELOPMENT OF THE TRAINING PROGRAM ARE DISCUSSED WITH COMMENTS ON PLANNING THE TRAINING AND DEVELOPING THE CURRICULUM. THE MAJOR PORTION OF THIS DOCUMENT IS DEVOTED TO EVALUATION OF THE TRAINING PROGRAM IN TERMS OF THE EXPERIMENTAL DESIGN USED. THIS EVALUATION IS BASED ON A SAMPLE OF POLICE OFFICERS PARTICIPATING IN THE PROGRAM AS COMPARED WITH A SAMPLE WHO WERE NOT INVOLVED. IN THE FIRST SECTION OF THE EVALUATION DIFFERENCES IN SIZE AND CHARACTERISTICS BETWEEN THE OFFICERS COMPLETING BOTH THE PRETEST AND POSTTEST AND THOSE WHO COMPLETED ONLY THE PRETEST ARE DESCRIBED. SOME OF THE STATISTICS USED IN THE EVALUATION ARE DESCRIBED. THE OFFICERS' PERCEPTION OF THE TRAINING AND OF THE EFFECT OF THE TRAINING ON THEIR JOBS, ON OTHER OFFICERS, AND ON THEMSELVES ARE REPORTED. THE MEASURES OF ATTITUDE CHANGE AND THE EXTENT OF OBSERVED CHANGE ON THESE MEASURES FROM PRETEST TO POSTTEST ARE DISCUSSED. FINALLY, HOW THE OFFICERS PERCEIVE THE USEFULNESS OF RACIAL AWARENESS TRAINING FOR OTHER GROUPS IN THE COMMUNITY IS DESCRIBED. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: COLUMBUS (GA) CITY COUNCIL, COLUMBUS GA 31902.

59. **M. MOORE. COMMUNICATION IN LAW ENFORCEMENT.** 15 p. 1975. **NCJ-48990**

A COMMUNICATION TRAINING SESSION CONDUCTED FOR A SPECIAL WEAPONS AND TACTICS (SWAT) POLICE UNIT IS DESCRIBED. THE GOAL OF THE TRAINING PROGRAM WAS TO PREPARE THE OFFICERS TO TALK WITH ARMED AND BARRICADED SUSPECTS. THE PROGRAM WAS DEVELOPED IN RESPONSE TO THE SWAT COMMANDER'S IMPRESSION THAT MOST ARMED AND BARRICADED SUSPECT SITUATIONS COULD BE RESOLVED WITHOUT GUNFIRE IF VERBAL CONTACT COULD BE ESTABLISHED BETWEEN OFFICERS AND SUSPECTS. INTERVIEWING SKILLS AND CRISIS INTERVENTION MATERIALS WERE INCORPORATED IN A 3-HOUR TRAINING SESSION DESIGNED TO INCREASE THE SWAT OFFICERS' ABILITY TO ESTABLISH AND MAINTAIN VERBAL CONTACT. THE FINAL HOUR OF THE SESSION WAS SPENT USING QUESTIONING TECHNIQUES IN NONTHREATENING ROLE-PLAY SITUATIONS. THE TRAINING WAS EVALUATED ON THE BASIS OF INFORMAL OBSERVATIONS AND DISCUSSIONS WITH PARTICIPANTS. THE PARTICIPANTS' RESPONSE WAS GENERALLY FAVORABLE. OLDER OFFICERS SEEMED MOST RECEPTIVE TO THE IDEAS PRESENTED IN THE TRAINING SESSION. RECOMMENDATIONS FOR IMPROVING SWAT COMMUNICATION TRAINING INCLUDE EXPANDING THE PROGRAM TO 6 DAYS, USING FILM COVERAGE OF ACTUAL SWAT OPERATIONS, AND INCORPORATING MORE EXPERIMENTAL ACTIVITIES. IT IS CONCLUDED THAT THE SESSIONS DID MORE TO ISOLATE THE COMMUNICATION PROBLEMS OF THE SWAT SQUAD THAN TO ENHANCE THE COMMUNICATION SKILLS OF OFFICERS. COMMUNICATION PROBLEMS UNIQUE TO THE SWAT OPERATION ARE DISCUSSED.

Supplemental Notes: PAPER PRESENTED AT THE ANNUAL MEETING OF THE SPEECH COMMUNICATION ASSOCIATION (GIST, HOUSTON, TEXAS, DECEMBER 27-30, 1975).

Availability: ERIC DOCUMENT REPRODUCTION SERVICE, P O BOX 190, ARLINGTON VA 22210 Stock Order No. ED 120 871; NCJRS MICROFICHE PROGRAM.

60. **NEW ENGLAND ASSOCIATION OF CHIEFS OF POLICE, DRAWER E, BABSON PARK MA 02157. COMMAND TRAINING INSTITUTE, NEW ENGLAND ASSOCIATION OF CHIEFS OF POLICE, INC.—FIRST YEAR RPT.** 35 p. 1968. **NCJ-00052**

TRAINING PROGRAM IS DIRECTED TO THE COMMAND OFFICER TO PROVIDE A BROAD EDUCATION IN MANAGEMENT AND SUPERVISION. IN THE AREA OF LAW ENFORCEMENT EDUCATION THESE TWO FACTORS REPRESENT IMPORTANT FOUNDATIONS WHICH HAVE NOT RECEIVED EXTENSIVE OR INTENSIVE CONSIDERATIONS. THE PROGRAM IS DESIGNED TO PROVIDE A BROAD SPECTRUM OF BOTH THE FUNDAMENTALS OF CURRENT POLICE SERVICES AND PROBLEMS WHICH HE WILL MEET, EQUATED WITH THE MANNER IN WHICH HE ADDRESSED HIMSELF TO THE TASK OF MOBILIZING HIS MEN TO FUNCTION IN RESPONSE TO THESE NEEDS. THIS HE MUST DO WITH THE SKILLS OF MANAGEMENT—APPLIED TO THOSE UNDER HIS COMMAND. WITH EFFECTIVE DIRECTION, APPLYING THE TESTED ATTRIBUTES OF SOUND MANAGEMENT, WITH AN UNDERSTANDING OF HUMAN RELATIONS (BOTH INTERNAL AND EXTERNAL), A RECOGNITION OF COMMUNITY RESPONSIBILITIES, HE MUST ALLOCATE HUMAN AND PHYSICAL RESOURCES WISELY—TO IDENTIFY, AND SOLVE A VARIETY OF PROBLEMS ASSOCIATED WITH THE MISSION OF HIS AGENCY. A REVIEW OF THE COMMAND TRAINING INSTITUTE MANUAL, AND ITS COURSE SCHEDULE, WILL INDICATE THE BROAD AREA OF EDUCATION WHICH IS INCLUDED IN ORDER TO ACHIEVE RESULTS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

61. NEW JERSEY POLICE TRAINING COMMISSION, 1100 RAYMOND BOULEVARD, NEWARK NJ 08102. STATEWIDE POLICE COMMAND AND SUPERVISORY TRAINING, THREE DEMONSTRATION PROJECTS—NEW JERSEY, NORTH CAROLINA, ARKANSAS. 329 p. 1968. **NCJ-00343**

FINAL PROJECT REPORTS ON DEMONSTRATION TRAINING EFFORTS TO EXPAND IN-SERVICE PROFESSIONAL EDUCATION OPPORTUNITIES FOR POLICE PERSONNEL. THE NEW JERSEY MOBILE TRAINING UNITS PROJECT WAS ACCOMPLISHED THROUGH USE OF SPECIALLY DESIGNED MOBILE UNIT CLASSROOMS. THIS PROJECT OFFERS A POSSIBLE MODEL FOR OTHER STATES WITH SUPERVISORY TRAINING NEEDS IN SMALL COMMUNITIES WITH SHORTAGE OF CLASSROOM SPACE AND THE FINANCIAL INABILITY TO ESTABLISH PERMANENT REGIONAL ACADEMIES. THE NORTH CAROLINA POLICE MANAGEMENT INSTITUTE PROGRAM INVOLVED PRESENTATION OF A SPLIT-SESSION, ONE-MONTH MANAGEMENT COURSE FOR 26 COMMAND MUNICIPAL POLICE OFFICERS IN CITIES WITH POPULATIONS FROM 15,000 TO 200,000. THE EXPERIENCE WITH SHORT COURSES OF A FUNCTIONAL NATURE INDICATED THAT THEY WERE MOST EFFECTIVE WHEN BROKEN INTO SHORT SESSIONS WITH PERIODIC RETURNS TO THE JOB. THE ARKANSAS POLICE SUPERVISORS' CLASSES PROJECT SOUGHT TO INTRODUCE BASIC SUPERVISORY TRAINING IN A STATE WHERE NONE HAD EXISTED BEFORE. THIS WAS PHASED OVER A SEVEN-MONTH PERIOD WITH CLASSES AT FIXED REGIONAL SITES ON WORKING DAYS, TERMINATING EARLY ENOUGH FOR STUDENTS TO RETURN TO THEIR DEPARTMENTS EACH DAY. (AUTHOR ABSTRACT)

Availability: NTIS Accession No. PB 188 994; NCJRS MICROFICHE PROGRAM.

62. PORTLAND (ME) POLICE DEPARTMENT, 109 MIDDLE STREET, PORTLAND ME 04111. PORTLAND (ME)—COMMUNITY PARTICIPATION IN THE DESIGN OF POLICE TRAINING EFFORTS—EXEMPLARY PROJECT APPLICATION. 123 p. **NCJ-17993**

REPORT DESCRIBES THE PORTLAND POLICE DEPARTMENT'S IN-SERVICE TRAINING AND CAREER DEVELOPMENT PROGRAM WHICH INCLUDES THE VOLUNTEER INSTRUCTION AND CONSULTATION SERVICES OF A VARIETY OF THE COMMUNITY'S PROFESSIONALS. THE PROGRAM PROVIDES AN ANNUAL 40 HOURS OF MANDATORY IN-SERVICE TRAINING FOR ALL SWORN OFFICERS UP TO AND INCLUDING THE RANK OF CAPTAIN, AND PERIODICALLY ALSO OFFERS VOLUNTARY SPECIAL TRAINING SEMINARS. INITIATED IN 1973 AND NOW INSTITUTIONALIZED IN THE DEPARTMENT, THE PROGRAM EFFECTS ESTIMATED MONTHLY SAVINGS OF THOUSANDS OF DOLLARS IN CONSULTANT FEES AND CONTRACTUAL AGREEMENTS BY DRAWING ON THE VOLUNTEER SERVICES OF PHYSICIANS, LAWYERS, SOCIAL WORKERS, GOVERNMENT OFFICIALS, AND LAW ENFORCEMENT SPECIALISTS. THIS REPORT DESCRIBES THE PROGRAM BUDGET, CURRICULUM, SCHEDULE, AND MEANS OF SELF-EVALUATION. IT ALSO INCLUDES THE DEPARTMENT'S LEAA EXEMPLARY PROJECT APPLICATION MATERIAL AND THE TECHNICAL ASSISTANCE REPORT WHICH RECOMMENDED FEDERAL FUNDING FOR THE PROGRAM. THE DEPARTMENT POINTS OUT LACK OF FISCAL ASSISTANCE AS THE PROGRAM'S CHIEF WEAKNESS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

63. W. B. REDDY and L. M. LANSKY. NOTHING BUT THE FACTS—AND SOME OBSERVATIONS ON NORMS AND VALUES—THE HISTORY OF A CONSULTATION WITH A METROPOLITAN POLICE DIVISION. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES, BOX 1248, ANN ARBOR MI 48106. *JOURNAL OF SOCIAL ISSUES*, V 31, N 1 (WINTER 1975), P 123-138. **NCJ-31842**

CASE STUDY OF AN INITIAL INTERVENTION IN A LARGE MUNICIPAL POLICE DIVISION BY A TRAINING AND RESEARCH CONSULTANT IN COMMUNITY AND SOCIAL PSYCHOLOGY TO PROVIDE SENSITIVITY AND EFFECTIVE COMMUNICATIONS TRAINING. A COMMUNITY GROUP/POLICE CONFRONTATION LED TO THE DEVELOPMENT OF AN 80-HOUR COMMUNITY RELATIONS TRAINING PROGRAM CONDUCTED BY A BIRACIAL STAFF, WHICH FOLLOWED AN EXPERIENCE BASED LEARNING FORMAT IN SHARP CONTRAST TO THE QUASI MILITARY TRADITIONAL LEARNING FORMAT OF THE POLICE DIVISION. FOCUS IS PLACED ON THE VALUE AND NORM CONFLICTS BETWEEN CHANGE AGENT AND THE POWER STRUCTURE OF THE URBAN POLICE SYSTEM. HINDSIGHT EVALUATIONS OF PROGRAM IMPACT BY THE CONSULTANT STAFF ARE ALSO INCLUDED. A LIST OF REFERENCES IS PROVIDED. (AUTHOR ABSTRACT MODIFIED)

64. I. G. SARASON, J. H. JOHNSON, J. P. BERBERICH, and J. M. SIEGEL. HELPING POLICE OFFICERS COPE WITH STRESS—A COGNITIVE-BEHAVIORAL APPROACH. UNIVERSITY OF WASHINGTON PSYCHOLOGY DEPARTMENT, SEATTLE WA 98195. 27 p. 1978. **NCJ-52144**

EIGHTEEN TRAINEES ENROLLED IN THE SEATTLE, WASH., POLICE ACADEMY IN 1977 PARTICIPATED IN A STRESS MANAGEMENT PROGRAM THAT FOCUSED ON DEVELOPING SKILLS FOR COPING WITH ANXIETY AND ANGER. THE DEVELOPMENT OF THE EXPERIMENTAL PROGRAM WAS BASED ON SEVERAL ASSUMPTIONS: STRESS FACTORS CONFRONTING POLICE OFFICERS CAN BE CATEGORIZED AS THOSE ELICITING FEAR AND ANXIETY AND THOSE THAT DO NOT; BOTH PHYSIOLOGICAL RESPONSES AND COGNITIVE FACTORS ARE IMPORTANT IN COPING WITH STRESS; AND HIGH LEVELS OF ANXIETY AND ANGER FREQUENTLY INTERFERE WITH PERFORMANCE. THE TRAINEE SAMPLE WAS COMPRISED OF 10 MALES AND 8 FEMALES WHO RANGED IN AGE FROM 22 TO 34 YEARS. TRAINEES WERE RANDOMLY ASSIGNED TO THE STRESS MANAGEMENT PROGRAM OR TO A CONTROL CONDITION, WITH THE RESTRICTION THAT THERE BE AN APPROXIMATELY EQUAL NUMBER OF MALES AND FEMALES IN EACH GROUP AND THAT THE NUMBER OF MINORITY MEMBERS IN EACH GROUP BE APPROXIMATELY EQUAL. THE STRESS MANAGEMENT PROGRAM INVOLVED SIX 2-HOUR GROUP SESSIONS THAT WERE CONDUCTED BY AN EXPERIENCED CLINICAL PSYCHOLOGIST. THE SIX SESSIONS DEALT WITH THE NATURE OF STRESS CONFRONTED BY POLICE OFFICERS, THE ROLE OF COGNITIVE FACTORS IN COPING WITH STRESSFUL SITUATIONS, SELF-MONITORING OF PHYSICAL AND COGNITIVE RESPONSES THROUGH ROLE PLAYING, ANGER PROVOCATION AS A MAJOR SOURCE OF STRESS FOR POLICE OFFICERS, STRESS MANAGEMENT PROBLEMS FOR PARTICIPANTS, AND A GENERAL REVIEW OF PROGRAM ELEMENTS. STRONGEST SUPPORT FOR THE EFFECTIVENESS OF THE PROGRAM WAS FOUND FOR OBSERVER RATINGS OF THE MOCK SCENE PERFORMANCE OF TRAINEES. DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS WERE PARTICULARLY SIGNIFICANT FOR TWO MOCK SCENES INVOLVING THE TRAFFIC STOP AND FIELD INTERROGATION. THE PERFORMANCE OF TRAINEES IN SIMULATED POLICE ACTIVITIES WHO RECEIVED STRESS MANAGEMENT EDUCATION WAS RATED AS SIGNIFICANTLY SUPERIOR TO THOSE WHO HAD NOT RECEIVED SUCH EDUCATION. COPING SKILLS TAUGHT IN THE COURSE OF THE PROGRAM, HOWEVER, DID NOT HAVE FACE VALIDITY FOR ALL TRAINEES. REFERENCES AND A LIST OF SELF-STATEMENTS IN ANGER-AROUSING SITUATIONS ARE PROVIDED.

Sponsoring Agency: US DEPARTMENT OF THE NAVY OFFICE OF NAVAL RESEARCH, WASHINGTON DC 20032.

Availability: NTIS. Accession No. AD-A054-982. (Microfiche)

65. L. S. SATA. LABORATORY TRAINING FOR POLICE OFFICERS. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES, BOX 1248, ANN ARBOR MI 48106. *JOURNAL OF SOCIAL ISSUES*, V 31, N 1 (WINTER 1975), P 107-114. **NCJ-31840**

A DESCRIPTION OF THE PROGRAM DEVELOPMENT, GOALS, AND RESULTS OF THIS SEATTLE POLICE DEPARTMENT GROUP TRAINING PROGRAM IN HUMAN RELATIONS. THIS PROGRAM WAS CONDUCTED IN A LABORATORY TRAINING SETTING. A GROUP OF 41

PATROLMEN AND 7 SERGEANTS PARTICIPATED. THE LABORATORY DESIGN PROVIDED BRIEF THEORY SESSIONS TWO TO THREE TIMES A DAY DURING THE FIVEDAY TRAINING EXPERIENCE AND AMPLE DISCUSSION OPPORTUNITIES WHILE PARTICIPATING IN SPECIFIC TASKS DESIGNED TO MAXIMIZE THEORY APPLICATION TO THE ROLE OF POLICE OFFICER. DURING THE TRAINING SESSION, TRAINEES WERE RECALLED TO ACTIVE DUTY TO HELP WITH A RACE RIOT. IT WAS NOTED THAT THE TRAINEES DISPLAYED SENSITIVE RESPONSES TO FELLOW OFFICERS AND CITIZENS IN COOLING THE TEMPERS OF INDIVIDUALS ENGAGED IN CONFRONTATION. THE PROGRAM WAS CONSIDERED A SUCCESS, AND THESE METHODS HAVE BEEN INTEGRATED INTO THE SEATTLE POLICE TRAINING PROGRAM. (AUTHOR ABSTRACT MODIFIED)

66. **C. P. SMITH, D. E. PEHLKE, and C. D. WELLER. PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)—ROLE PERFORMANCE AND THE CRIMINAL JUSTICE SYSTEM, V 1—SUMMARY.** AMERICAN JUSTICE INSTITUTE, 1007 7TH STREET, SACRAMENTO CA 95814. 275 p. 1974. **NCJ-26528**

ONE IN A SERIES OF THREE FINAL REPORTS ON A THREE AND ONE HALF YEAR EFFORT TO IDENTIFY APPROPRIATE ROLES FOR THE CRIMINAL JUSTICE SYSTEM AND RELATED EDUCATION, TRAINING, SELECTION, AND PERFORMANCE MEASUREMENT REQUIREMENTS. THIS RESEARCH AND DEVELOPMENT PROGRAM, INITIATED IN MAY 1971 AND COMPLETED IN DECEMBER 1974, FOCUSED ON THE SIX MAJOR POSITIONS IN THE CRIMINAL JUSTICE SYSTEM—POLICE OFFICER, PROSECUTING ATTORNEY, DEFENSE ATTORNEY, JUDGE, CASEWORKER, AND CORRECTIONAL WORKER. IT WAS CONDUCTED BY THE DEPARTMENT OF JUSTICE, LEAA, THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, AND THE CRIMINAL JUSTICE PLANNING AND OPERATIONAL AGENCIES IN CALIFORNIA, MICHIGAN, NEW JERSEY, AND TEXAS. A VARIETY OF RESEARCH TECHNIQUES WERE USED, INCLUDING ROLE PERCEPTION SURVEYS, FIELD OBSERVATION, LITERATURE SEARCHES, EXPERT OPINION, AND AN ANALYSIS OF SOCIAL TRENDS. THIS REPORT CONTAINS THE MAJOR PROGRAM FUNDINGS, RECOMMENDATIONS DEVELOPED AS A RESULT OF ANALYSIS OF RESEARCH RESULTS, AND A DESCRIPTION OF THE METHOD USED FOR THE OVERALL PROJECT STAR EFFORT. A MINIMUM OF STATISTICAL DATA IS PRESENTED. THE APPENDIX CONTAINS A LIST OF INDIVIDUALS WHO WERE MEMBERS OF PROGRAM ADVISORY COUNCILS, RESOURCE GROUPS, AND STAFF; SEVENTEEN PERTINENT CRIMINAL JUSTICE ROLE CATEGORIES, IDENTIFIERS, AND DESCRIPTIONS; 52 TASKS AND TASK DESCRIPTIONS FOR THE SIX CRIMINAL JUSTICE POSITIONS IDENTIFIED; A COMPARISON OF EDUCATIONAL REQUIREMENTS FOR THE SIX POSITIONS; DETAILED DESCRIPTIONS AND PROCEDURES FOR USING THE INSTRUCTIONAL TECHNIQUES RECOMMENDED FOR EDUCATION OR TRAINING; AND A GLOSSARY OF TERMS USED IN PROJECT STAR. (FOR VOLUMES TWO AND THREE, SEE NCJ-026529 AND 30.)

Sponsoring Agencies: CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814; US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASS BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL.

Availability: NCJRS MICROFICHE PROGRAM.

67. **C. P. SMITH, D. E. PEHLKE, and C. D. WELLER. PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)—ROLE PERFORMANCE AND THE CRIMINAL JUSTICE SYSTEM, V 2—DETAILED PERFORMANCE OBJECTIVES.** AMERICAN JUSTICE INSTITUTE, 1007 7TH STREET, SACRAMENTO CA 95814. 338 p. 1974. **NCJ-26529**

ONE IN A SERIES OF THREE FINAL REPORTS ON A THREE AND ONE HALF YEAR EFFORT TO IDENTIFY APPROPRIATE ROLES FOR THE CRIMINAL JUSTICE SYSTEM AND RELATED EDUCATION, TRAINING, SELECTION, AND PERFORMANCE MEASUREMENT REQUIREMENTS. THIS RESEARCH AND DEVELOPMENT PROGRAM, INITIATED IN MAY 1971 AND COMPLETED IN DECEMBER 1974, FOCUSED ON SIX MAJOR POSITIONS IN THE CRIMINAL JUSTICE SYSTEM—POLICE OFFICER, PROSECUTING ATTORNEY, DEFENSE ATTORNEY, JUDGE, CASEWORKER, AND CORRECTIONAL WORKER. IT WAS CONDUCTED BY THE DEPARTMENT OF JUSTICE, LEAA, THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, AND THE CRIMINAL JUSTICE PLANNING AND OPERATIONAL AGENCIES IN CALIFORNIA, MICHIGAN, NEW JERSEY, AND TEXAS. A VARIETY OF RESEARCH TECHNIQUES WERE USED, INCLUDING ROLE PERCEPTION SURVEYS, FIELD OBSERVATION, LITERATURE SEARCHES, EXPERT OPINION, AND AN ANALYSIS OF SOCIAL TRENDS. THIS VOLUME CONTAINS THE DETAILED PERFORMANCE OBJECTIVES DEVELOPED FOR THE SIX POSITIONS. EACH PERFORMANCE OBJECTIVE REPRESENTS THE DESIRED BEHAVIOR FOR A SPECIFIC POSITION DURING THE PERFORMANCE OF A SPECIFIC ROLE AND TASK COMBINATION. IN ADDITION, GENERAL CRITERIA FOR SUCCESSFUL PERFORMANCE OF EACH ROLE AND TASK COMBINATION ARE IDENTIFIED. EACH OF THE SIX CRIMINAL JUSTICE POSITIONS IS TREATED SEPARATELY. (FOR VOLUMES ONE AND THREE IN THIS SERIES, SEE NCJ-026528 AND 026530).

Sponsoring Agencies: CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814; US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASS BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL.

Availability: NCJRS MICROFICHE PROGRAM.

68. **C. P. SMITH, D. E. PEHLKE, and C. D. WELLER. PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)—ROLE PERFORMANCE AND THE CRIMINAL JUSTICE SYSTEM, V 3—EXPECTATION OF OPERATIONAL PERSONNEL.** AMERICAN JUSTICE INSTITUTE, 1007 7TH STREET, SACRAMENTO CA 95814. 650 p. 1974. **NCJ-26530**

ONE IN A SERIES OF THREE FINAL REPORTS ON A THREE AND ONE HALF YEAR EFFORT TO IDENTIFY APPROPRIATE ROLES FOR THE CRIMINAL JUSTICE SYSTEM, AND RELATED EDUCATION, TRAINING, SELECTION, AND PERFORMANCE MEASUREMENT REQUIREMENTS. THIS RESEARCH AND DEVELOPMENT PROGRAM, INITIATED IN MAY 1971 AND COMPLETED IN DECEMBER 1974, FOCUSED ON SIX MAJOR POSITIONS IN THE CRIMINAL JUSTICE SYSTEM—POLICE OFFICER, PROSECUTING ATTORNEY, JUDGE, DEFENSE ATTORNEY, CASEWORKER, AND CORRECTIONAL WORKER. IT WAS CONDUCTED BY THE DEPARTMENT OF JUSTICE, LEAA, THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, AND THE CRIMINAL JUSTICE PLANNING AND OPERATIONAL AGENCIES IN CALIFORNIA, MICHIGAN, NEW JERSEY, AND TEXAS. THIS VOLUME CONTAINS THE FREQUENCY DISTRIBUTION (NUMBERS AND PERCENTAGES) OF RESPONSES TO A 571-ITEM SURVEY CONDUCTED BY PROJECT STAR IN 1972 ON WHAT 3300 REPRESENTATIVE CRIMINAL JUSTICE PERSONNEL IN FOUR STATES EXPECTED OF THEMSELVES AND OF PERSONS IN OTHER CRIMINAL JUSTICE POSITIONS IN SPECIFIC SITUATIONS. THE SURVEY, THROUGH THE ADMINISTRATION OF STANDARDIZED QUESTIONNAIRES, COLLECTED DATA THAT WAS USED AS THE PRIMARY SOURCE FOR IDENTIFYING DESIRED CRIMINAL JUSTICE SYSTEM ROLES. THE RESULTS OF THIS INITIAL RESEARCH WERE SUBJECTED TO ADDITIONAL CAREFULLY STRUCTURED RESEARCH INVOLVING FIELD OBSERVATION, SEARCH OF THE LITERATURE, EXPERT OPINION, AND AN

ANALYSIS OF SOCIAL TRENDS. (FOR VOLUMES ONE AND TWO, SEE NCJ-26528 AND 29.) (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agencies: CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814; US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASS BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL.

69. **J. R. SUCHMAN, A. L. KUBALA, and J. E. TAYLOR. DEVELOPMENT OF AN OPEN-ACCESS, PERFORMANCE ORIENTED CURRICULUM FOR TRAINING THE MILITARY POLICEMAN—FINAL REPORT.** HUMAN RESOURCES RESEARCH ORGANIZATION, 300 NORTH WASHINGTON STREET, ALEXANDRIA VA 22314. 63 p. 1975.

NCJ-29792

REPORT ON A PROJECT TO IMPROVE THE TRAINING EFFECTIVENESS OF THE BASIC LAW ENFORCEMENT COURSE AT THE U.S. MILITARY POLICE SCHOOL BY CONVERTING IT TO A PERFORMANCE-ORIENTED PROGRAM OF INSTRUCTION. THROUGH A UNIQUE COMBINATION OF SYSTEMS ENGINEERING, GROUP PROBLEM-SOLVING, AND PEER INSTRUCTION, AN INDIVIDUALIZED, OPEN-ACCESS CURRICULUM DESIGN WAS DEVELOPED. THIS DESIGN AFFORDED THE BASIC MP (MILITARY POLICE) STUDENT GREATER FLEXIBILITY AND CHOICE IN COURSE CONTENT AND INSTRUCTIONAL MODE AND MADE IT EASIER FOR THE EVALUATORS TO INCLUDE THE PERFORMANCE OBJECTIVES AND MEASURES. FIELD TEST, DATA COLLECTION AND REFINEMENT OF THE TWO TRAINING PROGRAMS EXTENDED OVER TEN SUCCESSIVE TRAINING CYCLES FOR ONE PROGRAM AND FOURTEEN SUCCESSIVE TRAINING CYCLES FOR THE OTHER. PROGRAMS WERE REFINED ON THE BASIS OF OBSERVATION OF INSTRUCTION, RESULTS OF FORMAL PERFORMANCE EXAMINATIONS, AND ATTITUDE INDICATORS. THE FINAL PROGRAMS RESULTED IN HIGH TRAINEE PROFICIENCY LEVELS, AND FAVORABLE TRAINEE AND INSTRUCTOR ATTITUDES. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: US DEPARTMENT OF THE ARMY US ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL & SOCIAL SCIENCES, 1300 WILSON BOULEVARD, ARLINGTON VA 22209.

Availability: NTIS Accession No. AD A012 726; NCJRS MICROFICHE PROGRAM.

70. **J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE TO FACILITATE ATTITUDE AND VALUE CHANGES AMONG BLACK AND WHITE POLICE OFFICERS.** SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES, BOX 1248, ANN ARBOR MI 48106. *JOURNAL OF SOCIAL ISSUES,* V 31, N 1 (WINTER 1975), P 35-45.

NCJ-31838

A DESCRIPTION OF THE METHODOLOGY AND RESULTS OF THIS ACADEMY TRAINING PROGRAM DESIGNED TO IMPROVE COMMUNICATION AND UNDERSTANDING ON COMMUNITY ISSUES, VALUES, AND ATTITUDES BETWEEN BLACK AND WHITE OFFICERS. NUMEROUS STUDIES HAVE NOTED SIGNIFICANT DISPARITIES BETWEEN ATTITUDES HELD BY BLACK AND WHITE OFFICERS ON COMMUNITY AND DEPARTMENTAL ISSUES. THIS TRAINING PROGRAM SOUGHT TO INCREASE UNDERSTANDING BETWEEN OFFICERS BY MEANS OF WEEKLY SESSIONS INVOLVING ROLE-PLAYING AND INTERPERSONAL FEEDBACK. THE STUDY SAMPLE CONSISTED OF 149 WHITE AND 31 BLACK POLICE CADETS; THIS SAMPLE WAS DIVIDED BETWEEN CONTROL AND EXPERIMENTAL GROUPS. THE RESULTS SHOWED THAT, CONTRARY TO EXPECTATIONS, WHITE OFFICERS BECAME BOTH MORE SENSITIZED TO THE PRESENCE OF BLACK-WHITE PROBLEMS AND MORE PREJUDICED TOWARD BLACKS, WHEREAS BLACK OFFICERS WHO ATTENDED BECAME MORE POSITIVE TOWARD WHITES. IT WAS FELT THAT RESULTS WERE DUE IN PART TO A PERCEPTION BY WHITE OFFICERS THAT THE PROGRAM WAS INITIATED FOR THE BENEFIT OF BLACKS RATHER THAN FOR ALL. (AUTHOR ABSTRACT MODIFIED)

71. **F. D. THIBAULT and M. J. LEBARON. ORGANIZATIONAL TEAM BUILDING—THE NEXT GENERATION OF TRAINING.** CALIFORNIA STATE POLICE, 915 CAPITOL MALL, SACRAMENTO CA 95814. *JOURNAL OF CALIFORNIA LAW ENFORCEMENT,* V 9, N 2 (OCTOBER 1974), P 71-80.

NCJ-37451

'ORGANIZATIONAL DEVELOPMENT' DESCRIBES AN ONGOING PROCESS OF CONTINUOUS ASSESSMENT OF THE ORGANIZATIONAL CONDITION AND THE INTRODUCTION OF CHANGES TO REVITALIZE THE ORGANIZATION. TEAM BUILDING IS A SUB-UNIT OF ORGANIZATIONAL DEVELOPMENT UTILIZED BY POLICE AGENCIES CONCERNED ABOUT INCREASING EFFECTIVENESS AND IMPROVING THE ORGANIZATIONAL CLIMATE. TEAM BUILDING WORKSHOPS EVOLVE AROUND THREE AREAS: PROVIDING GREATER EMPHASIS ON THE PERSONAL DEVELOPMENT OF THE INDIVIDUAL TOWARD GREATER EFFECTIVENESS AS A TEAM MEMBER; PROVIDING EMPHASIS ON THE DEVELOPMENT OF MANAGERIAL-SUPERVISORY SKILLS AND ATTITUDES; AND ESTABLISHING A PROBLEM-SOLVING VEHICLE FOR IDENTIFYING AND WORKING THROUGH DEPARTMENTAL PROBLEMS. THE PURPOSE OF THESE WORKSHOPS USUALLY INCLUDES SETTING GOALS AND/OR PRIORITIES; ANALYZING OR ALLOCATING THE WAY WORK IS PERFORMED; EXAMINING THE WAY A GROUP IS WORKING; AND EXAMINING RELATIONSHIPS AMONG THE PEOPLE DOING WORK.

Supplemental Notes: REPRINT.

Availability: NCJRS MICROFICHE PROGRAM.

72. **D. J. WIECHMAN. EFFECT OF USING THE POLICE RADIO IN TEACHING THE NEW CRIMINAL CODE TO KENTUCKY POLICE OFFICERS.** 135 p. 1973.

NCJ-14185

A STUDY TO DETERMINE IF AUDIO LEARNING IS AN EFFECTIVE WAY TO TRAIN POLICE OFFICERS WHILE ON DUTY, AND IF SO, WHAT THE OPTIMAL NUMBER OF MESSAGES PER SHIFT IS. THE RESEARCHER USED 60 SUBJECTS—20 EXPERIMENTALS AND 40 CONTROLS. THE MEAN DOWN TIME FOR RADIO USE OF THE DEPARTMENTS TESTED WAS TWO AND ONE-HALF MINUTES. THE MODEL (MOBILE ON DUTY ELECTRONIC LEARNING) MESSAGES LASTED APPROXIMATELY ONE AND ONE-HALF MINUTES WITH TEN SECOND PAUSES FOR EMERGENCY BROADCASTS EVERY 30 TO 45 SECONDS. THE AUTHOR STATES THAT THIS SYSTEM MAY NOT WORK IN DEPARTMENTS WITH RADIO DOWN TIMES OF LESS THAN TWO AND ONE-HALF MINUTES. FROM A COMPARISON BETWEEN THE PRE-TEST AND THE POST-TEST AND BETWEEN THE EXPERIMENTALS AND THE CONTROLS, IT WAS FOUND THAT THE MODEL SYSTEM WAS EFFECTIVE. THE AUTHOR STATES THAT IT IS CHEAPER THAN VISUAL EDUCATION AND MORE CONVENIENT IN THAT IT IS HARD TO SCHEDULE OFF-DUTY TRAINING CLASSES. NO SIGNIFICANT CORRELATIONS WERE FOUND BETWEEN THE DEMOGRAPHIC CHARACTERISTICS OF THE SUBJECTS AND THEIR LEARNING ABILITY.

Supplemental Notes: EASTERN KENTUCKY UNIVERSITY—DISSERTATION, JUNE, 1974.

73. **M. R. WILSON. MOTIVATE WITH A MULE OR RECOGNITION.** NORTHWEST MISSOURI REGIONAL PLANNING COMMISSION, 204 WEST SECOND STREET, MARYVILLE MO 64468. 41 p. 1974. **NCJ-17789**

DISCUSSION OF A TRAINING PROGRAM AND A RECOGNITION PRACTICE DESIGNED TO ASSIST SMALL AND MEDIUM-SIZED POLICE DEPARTMENTS WITH THE PROBLEM OF A LOW MOTIVATION/MORALE LEVEL. THE MULE (MAXIMUM UTILIZATION OF LAW ENFORCEMENT) CONCEPT IS DESIGNED TO GIVE EACH PERSON, OR A SPECIAL UNIT WITHIN A DEPARTMENT, A GOAL TO STRIVE FOR. THE RATIONALE BEHIND MULE TRAINING IS TO ESTABLISH A REASON FOR DEPARTMENT PERSONNEL TO OBTAIN TRAINING IN A NUMBER OF ROUTINE, SPECIALIZED ADVANCE AREAS, SUCH AS EVENTUAL ASSIGNMENT TO A MULE TEAM (A SPECIAL POLICE

OPERATIONS UNIT). THE THREE -PHASE MULE TRAINING WOULD INCLUDE: A TECHNICAL PHASE DESIGNED AS AN INTRODUCTION TO A NUMBER OF SPECIALIZED AREAS; A MEDICAL PHASE, SUCH AS THE 81 HOUR EMERGENCY MEDICAL TECHNICIAN PROGRAM OR THE AMERICAN RED CROSS ADVANCE FIRST AID PROGRAM; AND A PSYCHOLOGICAL PHASE, WHICH PLACES EMPHASIS ON THE WAY PEOPLE THINK DURING PERIODS OF STRESS, CONFUSION, AND HOSTILITY. THE SPECIFIC ELEMENTS MAKING UP EACH OF THESE PHASES ARE OUTLINED IN DETAIL. THE SECOND METHOD OF DEALING WITH LOW POLICE OFFICER MOTIVATION AND MORALE INVOLVES THE APPROBATION CONCEPT, INITIATING A NUMBER OF SYSTEMS FOR INDIVIDUAL RECOGNITION FOR THE ACCOMPLISHMENT OF AN OUTSTANDING TASK. DIFFERENT ACHIEVEMENTS FOR WHICH RECOGNITION AWARDS CAN BE GIVEN ARE ENUMERATED. A SHORT BIBLIOGRAPHY IS PROVIDED.
Availability: NCJRS MICROFICHE PROGRAM.

TRAINING EVALUATION

74. **M. M. AXELBERD. EFFECTS OF FAMILY CRISIS INTERVENTION TRAINING ON POLICE BEHAVIOR AND LEVEL OF ANXIETY IN RESPONSE TO A DOMESTIC DISPUTE.** 115 p. 1977. **NCJ-51039**

POLICE EFFECTIVENESS IN HANDLING A SIMULATED DOMESTIC DISPUTE IS ASSESSED TO TEST THE IMPACT OF A 40-HOUR FAMILY CRISIS INTERVENTION TRAINING PROGRAM. FIFTY OFFICERS SELECTED RANDOMLY FROM POLICE DEPARTMENTS IN THE MIAMI, FLA., AREA WERE ASSIGNED TO TWO COMPARISON GROUPS AND ONE TREATMENT GROUP. THE BEHAVIORAL SKILLS AND LEVELS OF ANXIETY EXHIBITED BY THE OFFICERS IN ROLE-PLAYED INTERVENTION IN A SIMULATED FAMILY CRISIS SITUATION WERE MEASURED. ONE COMPARISON GROUP WAS TESTED WITHOUT RECEIVING ANY CRISIS INTERVENTION TRAINING. THE SECOND COMPARISON GROUP ALSO RECEIVED NO TRAINING, BUT DID RECEIVE WRITTEN HANDOUTS DESCRIBING TRAINING PROGRAM CONTENT. THE TREATMENT GROUP WAS TESTED AFTER COMPLETING THE TRAINING. TEST RESULTS INDICATE THAT THE TRAINING PROGRAM WAS EFFECTIVE IN TEACHING POLICE OFFICERS APPROPRIATE BEHAVIORS FOR INTERVENTION IN DOMESTIC DISPUTES. THE TREATMENT GROUP SCORED SIGNIFICANTLY HIGHER THAN THE COMPARISON GROUPS FOR ALL BEHAVIORAL SCALE ITEMS EXCEPT SAFETY. TRAINING DID NOT AFFECT ANXIETY LEVELS, POSSIBLY BECAUSE THE ROLE-PLAY SITUATION SIMPLY DID NOT ELICIT ANXIETY, BECAUSE THE OFFICERS DID NOT REPORT THEIR ANXIETY, OR BECAUSE THE OFFICERS HAD BECOME DISASSOCIATED FROM THEIR ANXIETY DUE TO THE NATURE OF THEIR JOB. SUPPORTING DATA, A LIST OF REFERENCES, AND COPIES OF STUDY INSTRUMENTS (INCLUDING A BEHAVIORAL SCALE FOR MEASURING POLICE EFFECTIVENESS IN DOMESTIC DISPUTES) ARE INCLUDED. (AUTHOR ABSTRACT MODIFIED)

Supplemental Notes: GEORGIA STATE UNIVERSITY—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 78-4939.

75. **R. A. BARATTA. TRAINING ASSESSMENT AND PLANNING.** CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814. 83 p. 1975. **NCJ-29662**

FORMS AND PROCEDURES FOR ASSESSING OFFICER TRAINING STATUS, ANALYZING DEPARTMENTAL GOALS AND OBJECTIVES, AND PLANNING TRAINING PROGRAMS WHICH WILL ENSURE OFFICER PREPAREDNESS AND AGENCY EFFICIENCY. THIS GUIDE IS SPECIFICALLY DESIGNED FOR USE BY A TRAINING MANAGER WHO WILL PINPOINT HIS DEPARTMENT'S OBJECTIVES AND OPERATIONAL REQUIREMENTS, BOTH PRESENT AND FUTURE, AND DEVISE A SCHEME OF DEPARTMENT-WIDE TRAINING TO MEET THEM. THE FACTORS CONSIDERED IN THIS MANAGEMENT TOOL INCLUDE INDIVIDUAL OFFICER TRAINING, DETAILED JOB ANALYSES, CURRENT AND ANTICIPATED DEPARTMENTAL NEEDS, DEPARTMENTAL DEFICIENCIES, REQUIRED TRAINING, BUDGETING FOR TRAINING, AND INTERRELATED USE AND MAINTENANCE OF THE SUGGESTED FORMS.

Availability: CALIFORNIA DOCUMENTS SECTION, P O BOX 20191, SACRAMENTO CA 95820; NCJRS MICROFICHE PROGRAM.

76. **BARTELL ASSOCIATES INC, P O BOX 944, STATE COLLEGE PA 16801. EVALUATION OF HUMAN RELATIONS TRAINING CONDUCTED BY TEMPLE UNIVERSITY FOR THE PHILADELPHIA POLICE DEPARTMENT—FINAL REPORT.** 84 p. 1975. **NCJ-29606**

THIS REPORT INCLUDES DESCRIPTIONS OF PROJECT ACTIVITIES, EVALUATION ACTIVITIES, GOAL ACHIEVEMENT, PROJECT CONTENT, AND PROJECT IMPACT, AND PROVIDES AN ANALYSIS OF THE PROJECT RESULTS IN TERMS OF COST. THIS FINAL REPORT OF THE HUMAN RELATIONS TRAINING PROGRAM (HRTP) REPRESENTS TWO MONTHS OF DATA COLLECTION AND RESEARCH AND IS TO BE USED AS THE REFUNDING REPORT FOR THE TRAINING PROGRAM. THE HRTP PROVIDES A TEN DAY TRAINING PROGRAM FOR POLICE RECRUITS WHICH FAMILIARIZES THE STUDENT WITH THE SOCIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF COMMUNITY RELATIONS AND HUMAN RESPONSE. AN ANALYSIS OF THE COURSE CONTENT, INSTRUCTORS, HANDOUT MATERIALS, INSTRUCTIONAL TECHNIQUES, AND EVALUATION TECHNIQUES IS PROVIDED. IN GENERAL, ALL THESE WERE FOUND TO BE QUITE EFFECTIVE. AN EXAMINATION OF THE RESULTS OF THE HRTP IN RELATION TO OTHER SIMILAR PROJECTS IS INCLUDED; THE HRTP WAS FOUND TO COMPARE VERY FAVORABLY WITH THESE PROJECTS. IT IS STATED THAT THE TRAINING IS HIGHLY COST-EFFECTIVE, SINCE THE AVERAGE COST PER TRAINEE WAS 85.63 DOLLARS FOR 1974-75, WITH A PROJECTED COST OF 121.00 DOLLARS FOR 1975-76. IT IS THE FINDING OF THE EVALUATION REPORT THAT THE HRTP IS ACHIEVING THE PROJECT OBJECTIVES AND HAS HAD AN IMPACT ON THE PROBLEM. THE APPENDIXES INCLUDE COURSE EVALUATION FORMS AND A HUMAN RELATIONS EXAMINATION. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

77. **BARTELL ASSOCIATES INC, P O BOX 944, STATE COLLEGE PA 16801. EVALUATION OF THE TEMPLE UNIVERSITY HUMAN RELATIONS TRAINING PROGRAM FOR THE PHILADELPHIA POLICE DEPARTMENT.** 103 p. **NCJ-26607**

A FINAL EVALUATION REPORT WHICH ASSESSES THE NEEDS, OUTPUT, IMPACTS, AND COURSE CONTENT OF THIS PROGRAM DESIGNED TO PROVIDE THE POLICE RECRUIT WITH INCREASED UNDERSTANDING OF HUMAN BEHAVIOR AND THE POLICE ROLE. THE EVALUATION ACTIVITIES CONSISTED OF AN ANALYSIS OF THE PROGRAM OBJECTIVES, A STUDY OF EACH OF THE MAJOR COURSE COMPONENTS, OBSERVATIONS OF COURSE OUTPUTS, REVIEW OF RECRUITS' PERSONNEL FOLDERS TO CHECK FOR CITIZEN COMPLAINTS, AND A SURVEY OF RECRUIT'S OPINIONS ON THE PROGRAM. IT WAS FOUND THAT THE HRTP MET THE NEEDS FOR HUMAN RELATIONS TRAINING IN THE PHILADELPHIA POLICE DEPARTMENT. THE AUTHORS STATE THAT TEMPLE, AT PRESENT, IS AN EXCELLENT SOURCE FOR THIS TRAINING SINCE THE RESOURCES AVAILABLE FOR THE TRAINING IN TERMS OF STAFF AND ACTORS, ARE SUPERIOR. ANALYSIS OF THE COURSE REVEALED THE COURSE CONTENT, INSTRUCTORS USED, AND INSTRUCTIONAL TECHNIQUES USED WERE OF HIGH TRAINING QUALITY. HOWEVER, IT SHOULD BE NOTED THAT 18 HOURS OF THE SEVENTY-HOUR PROGRAM ARE USED FOR PENAL CODE INSTRUCTION. THE AUTHORS RECOMMEND THAT THIS PENAL CODE INSTRUCTION BE RESCHEDULED TO ALLOW FOR MORE HRT TIME. ADDITIONALLY, THEY STATE THAT VIDEO TAPE EQUIPMENT SHOULD BE STRONGLY CONSIDERED AS AN APPROACH FOR IMPROVING INSTRUCTIONAL TECHNIQUES. THE OUTPUT ANALYSIS SHOWED THE HRTP TO HAVE ADEQUATE OUTPUTS BASED ON THE NUMBER OF MEN TRAINED, HOURS OF COURSE CONTENT PROVIDED, AND SUBJECTS COVERED IN A TWO-WEEK COURSE. IMPACT ANALYSIS, ALTHOUGH NOT EXTENSIVE, HAS SHOWN THE OFFICERS WHO HAVE RECEIVED HUMAN RELATIONS TRAINING HAVE HAD LESS CITIZEN COMPLAINTS AGAINST THEM. OFFICERS WHO HAVE TAKEN THE COURSE AGREE THAT IT IS INDEED AN ASSET TO THEIR ROLE DEFINITION AND PERCEPTION SKILLS. THE APPENDIXES INCLUDE A RECOMMENDED READING LIST, A TEMPLE UNIVERSITY EVALUATION, AND THE EVALUATION QUESTIONNAIRE. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: PENNSYLVANIA GOVERNOR'S JUSTICE COMMISSION, PENNSYLVANIA DEPARTMENT OF, JUSTICE, P O BOX 1167, FEDERAL SQUARE STA, HARRISBURG, PA 17120.

Availability: NCJRS MICROFICHE PROGRAM.

78. **D. J. BELL. EVALUATION OF A POLICE IN-SERVICE TRAINING COURSE DIRECTED AT THE NATURE AND EXPRESSION OF PREJUDICIAL ATTITUDES.** 294 p. 1975. **NCJ-51037**

THE DEVELOPMENT AND EVALUATION OF A 4-HOUR LECTURE COURSE DESIGNED TO HELP POLICE OFFICERS IDENTIFY AND UNDERSTAND THEIR PREJUDICIAL ATTITUDES ARE DOCUMENTED. FORTY-FOUR POLICE OFFICERS FROM LANE COUNTY ORE., AND THE CITY OF EUGENE, ORE., PARTICIPATED IN THE COURSE, WHICH WAS AIMED AT SENSITIZING THEM TO THE BASIC CONCEPTS OF PREJUDICE AS IT EFFECTS DAILY CONTACTS BETWEEN POLICE AND CITIZENS. THE OFFICERS COMPLETED TESTS BEFORE AND AFTER THE LECTURE. AS HYPOTHESIZED, ACHIEVEMENT TEST SCORES WERE HIGHER AFTER THE LECTURE. SELF-RATINGS REMAINED RELATIVELY UNCHANGED. TRAINEE EVALUATIONS OF THE COURSE WERE GENERALLY POSITIVE. THE OFFICERS ALSO RESPONDED TO FOUR 'STIMULUS OFFICERS' (OFFICERS FOR WHOM INFORMATION ON RACE AND BELIEFS WAS PROVIDED) ON DIMENSIONS OF PERCEIVED SIMILARITY, FRIENDLINESS, AND SOCIAL DISTANCE. THE TRAINEES' PERCEIVED SIMILARITY AND FRIENDLINESS INCREASED AND SOCIAL DISTANCE DECREASED AFTER THE COURSE. IT WAS CONCLUDED THAT THE COURSE SENSITIZED THE OFFICERS TO THE NATURE OF PREJUDICIAL ATTITUDES AND REDUCED SIGNIFICANTLY THE OFFICERS' EXPRESSED PREJUDICE TOWARD THE STIMULUS OFFICERS. THE FINDINGS SUGGEST THAT, GIVEN INFORMATION CONCERNING AN INDIVIDUAL'S BELIEFS, THE POLICE OFFICERS REACT PRIMARILY IN TERMS OF SIMILARITY OF BELIEFS AND ONLY VERY SECONDARILY IN TERMS OF RACE. THERE IS LITTLE EVIDENCE THAT THE COURSE CONSISTENTLY CAUSED STEREOTYPES TO BE REJECTED, OR THAT THE OFFICERS BECAME LESS PREJUDICED OR DISCRIMINATION-MINDED IN THEIR PERSONAL LIVES AS A RESULT OF THE COURSE. HOWEVER, IT CAN BE CONCLUDED THAT, AS A RESULT OF THE COURSE, THE OFFICERS WERE MORE LIKELY TO REJECT CERTAIN KINDS OF STEREOTYPES. TO SUPPORT NONDISCRIMINATION AS A POLICY, AND TO ACCEPT CASUAL PERSONAL CONTACT WITH MINORITIES. SUPPORTING DATA, A BIBLIOGRAPHY, AND COPIES OF STUDY INSTRUMENTS AND THE COURSE CURRICULUM ARE INCLUDED.

Supplemental Notes: UNIVERSITY OF OREGON—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 75-18,722.

79. **P. E. BETTIOL, H. H. FREED, and C. A. MOYER. TENNESSEE—LAW ENFORCEMENT TRAINING ACADEMY—EVALUATION REPORT.** NATIONAL ASSOCIATION OF STATE DIRECTORS OF LAW ENFORCEMENT TRAINING, 100 SHARON LANE, VIENNA VA 22180 MD 20760. 112 p. 1974. **NCJ-15841**

DISCUSSION OF THE ORGANIZATION, ADMINISTRATION, SUPPORT SERVICES, AND TRAINING OPERATIONS. THE PURPOSE OF THIS STUDY WAS TO IDENTIFY PRESENT RESPONSIBILITIES AND PROVIDE RECOMMENDATIONS FOR IMPROVEMENT. THE STUDY TEAM CONSISTED OF THREE PERSONS WHO WERE RESPONSIBLE FOR PROVIDING LAW ENFORCEMENT TRAINING IN THEIR RESPECTIVE STATES OF OREGON, INDIANA, AND SOUTH CAROLINA. THE EVALUATION WAS CONDUCTED BY MEANS OF AN ON-SITE INSPECTION OF THE ACADEMY. ONE HUNDRED THIRTY-FIVE RECOMMENDATIONS FOR IMPROVEMENT WERE MADE BY THE EVALUATION TEAM. THESE ARE SUMMARIZED AT THE END OF THE REPORT. PROPOSED LEGISLATIVE CHANGES ARE ALSO INCLUDED. THE APPENDIX INCLUDES MODEL LESSON PLANS, PERFORMANCE OBJECTIVES AND DIFFERENTIAL CUT SCORES, AND A MODEL EVALUATION FORMAT.

Sponsoring Agency: TENNESSEE LAW ENFORCEMENT TRAINING ACADEMY, P O BOX 2433, DONELSON TX 37214.

Availability: NCJRS MICROFICHE PROGRAM.

80. **W. S. BOLLINGER and K. O. VEZNER. POLICE TRAINING EVALUATION—A SYSTEMIC APPROACH.** TOLEDO/LUCAS COUNTY CRIMINAL JUSTICE SUPERVISORY COUNCIL, 316 NORTH MICHIGAN, TOLEDO OH 43624. 300 p. 1975. **NCJ-32989**

A DYNAMIC CONTINOUS FEEDBACK MODEL, PURPORTED TO BE MORE COMPREHENSIVE AND WELL-INTEGRATED THAN PREVIOUSLY EXISTING MODELS, IS DEVELOPED FOR THE EVALUATION OF POLICE TRAINING PROGRAMS. KEY VARIABLES RELATING TO POLICE TRAINING ARE EXTRACTED FROM RELEVANT LITERATURE AND SYSTEMATICALLY ORGANIZED TO PROVIDE A BROAD AND COMPREHENSIVE OVERVIEW OF THOSE FACTORS WHICH MUST BE CONSIDERED. THE PRESENT STATE OF THE ART IN TERMS OF TRAINING EVALUATION METHODOLOGY IS ALSO REVIEWED. THE EVALUATION MODEL INCORPORATES FACTORS INFLUENCING BOTH PROGRAM DESIGN AND OBJECTIVES AND FIELD PERFORMANCE. THE PATROLMEN, COMMAND PERSONNEL, INTERRELATED AGENCIES, ELECTED OFFICIALS, AND THE PUBLIC ARE TAPPED FOR INPUT AND FEEDBACK. ALTHOUGH DATA WAS ORIGINALLY DRAWN FROM THE TOLEDO—LUCAS COUNTY, OHIO, AREA, WHERE THE MODEL WAS DEVELOPED, DATA WAS EVENTUALLY INCORPORATED FROM THROUGHOUT THE STATE. MODEL PROCEDURES AND DATA ARE PRESENTED IN CHARTS AND DIAGRAMS. POLICE TRAINING OBJECTIVES, PROCEDURES, AND EVALUATION PROCEDURES ARE REVIEWED FOR A NUMBER OF POLICE DEPARTMENTS IN APPENDIXES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

81. J. K. BOYER. CONNECTICUT—MUNICIPAL POLICE TRAINING COUNCIL ASSESSMENT OF OPERATIONS—POLICE TECHNICAL ASSISTANCE REPORT. PUBLIC ADMINISTRATION SERVICE, 1776 MASSACHUSETTS AVENUE, NW, WASHINGTON DC 20036. 15 p. 1972. **NCJ-34228**

THE COUNCIL IS DIRECTLY RESPONSIBLE FOR TRAINING MORE THAN 400 NEW POLICE RECRUITS A YEAR AND IS RESPONSIBLE FOR CERTIFYING ALL POLICE TRAINING PROGRAMS IN THE STATE. THIS REPORT PROVIDES A PRELIMINARY ASSESSMENT OF THE MANNER AND EXTENT TO WHICH THE MPTC IS PRESENTLY CARRYING OUT ITS LEGISLATIVELY MANDATED RESPONSIBILITIES AND SOME BRIEF OBSERVATIONS AS TO WAYS IN WHICH THE MPTC'S CURRENT INTERNAL MANAGEMENT AND OPERATION MIGHT BE IMPROVED. ALSO INCLUDED IS A FIRST DRAFT OF A REQUEST FOR PROPOSAL OF A STUDY TO (A) DETERMINE THE NATURE AND VOLUME OF MUNICIPAL POLICE RECRUIT AND IN-SERVICE TRAINING NEEDS; (B) IDENTIFY RELEVANT MPTC PROGRAM OBJECTIVES; AND (C) PROPOSE, EVALUATE, AND RECOMMEND ALTERNATIVE OPERATIONAL PROGRAMS FOR MEETING BOTH SHORT-RANGE AND LONG-RANGE GOALS AND OBJECTIVES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

82. R. W. BURNHAM. EVALUATION AND IMPROVEMENT OF MANPOWER TRAINING PROGRAMMES IN SOCIAL DEFENCE. UNITED NATIONS SOCIAL DEFENCE RESEARCH INSTITUTE. 39 p. 1972. Italy. **NCJ-16674**

THE APPLICATION OF A METHODOLOGY FOR STANDARDIZING AND QUANTIFYING BELIEFS ABOUT PROGRAM OBJECTIVES, AND THE METHODS FOR ATTAINING THEM. THE PURPOSE OF THIS STUDY WAS TO DISCOVER SPECIFIC AREAS OF UNCERTAINTY, DISAGREEMENT, AND DISCONTINUITY IN PARTICULAR TRAINING PROGRAMS. TWO LEVELS OF POLICE TRAINING AND ONE PRISON OFFICER TRAINING COURSE IN THE UNITED KINGDOM WERE INVOLVED IN THIS RESEARCH STUDY. SINCE PROGRAMS ARE EVALUATED ACCORDING TO THE DEGREE TO WHICH THEIR OBJECTIVES ARE FULFILLED, STATED OBJECTIVES WERE COMPARED TO THOSE PERCEIVED BY BOTH THE INSTRUCTORS AND THE TRAINEES. JUDGMENTS AS TO WHAT THE OBJECTIVES OF THE PROGRAM SHOULD BE (AS OPPOSED TO WHAT THEY ACTUALLY WERE) WERE ALSO MEASURED. EMPHASIS IS PLACED ON THE REFINEMENT OF THE EVALUATION METHODOLOGY USED. STUDY RESULTS FOR THE THREE TRAINING PROGRAMS ARE DISCUSSED INDIVIDUALLY.

Availability: NCJRS MICROFICHE PROGRAM.

83. M. K. DAVIS and H. A. GOEMAN. POLICE OFFICER REACTION TO TRAINING IN CONFLICT MANAGEMENT CONDUCTED BY THE FAMILY CRISIS PROJECT. NORTHWEST PSYCHOLOGICAL SERVICES, 5488 SW DOVER COURT, PORTLAND OR 97225. 63 p. 1972. **NCJ-14297**

FINAL REPORT OF AN EVALUATION STUDY DESIGNED TO MEASURE THE IMPACT OF THIS TRAINING PROGRAM. A QUESTIONNAIRE WAS ADMINISTERED TO A SAMPLE OF 100 POLICE OFFICERS (SLIGHTLY MORE THAN 50 PER CENT OF ALL THE LAW ENFORCEMENT OFFICERS WHO HAD PARTICIPATED IN THE COURSE). OVER 70 PER CENT OF THE TRAINEES STATED THAT THEY WOULD BE ABLE TO APPLY WHAT THEY HAD LEARNED IN THEIR WORK. ALMOST 90 PER CENT INDICATED THAT THEY HAD GAINED A BETTER UNDERSTANDING OF PEOPLE AND MORE KNOWLEDGE ABOUT INTERVIEWING TECHNIQUES. LESS THAN 20 PER CENT STATED THAT THEY WOULD NOT BE ABLE TO APPLY THE COURSE CONTENT AND MATERIAL LEARNED. EVALUATORS STRONGLY RECOMMENDED THAT THE FAMILY CRISIS PROJECT TRAINING COURSE BE CONTINUED. A COPY OF THE EVALUATION QUESTIONNAIRE AND DATA ON INDIVIDUAL RESPONSES APPEARS IN THE APPENDIX.

Sponsoring Agency: MULTNOMAH COUNTY SHERIFF'S DIVISION, 1021 SW 4TH AVENUE, PORTLAND OR 97204.

Availability: NCJRS MICROFICHE PROGRAM.

84. M. J. DELANEY. INDIANA UNIVERSITY—POLICE ACADEMY CADET PROGRAM EVALUATION—POLICE TECHNICAL ASSISTANCE REPORT. WESTINGHOUSE JUSTICE INSTITUTE. 50 p. 1973. **NCJ-35210**

A FEBRUARY 1973 REPORT ON AN EVALUATION OF THE INDIANA UNIVERSITY POLICE ACADEMY CADET PROGRAM WHICH PROVIDES ON-THE-JOB LAW ENFORCEMENT TRAINING TO STUDENTS AS A PART-TIME SUPPLEMENT TO FULL-TIME COLLEGE STUDIES. THE EVALUATOR INTERVIEWED ACADEMY AND LOCAL LAW ENFORCEMENT ADMINISTRATORS, AND CADETS, EXAMINED DOCUMENTS AND RECORDS, AND MADE RECOMMENDATIONS. IT WAS URGED THAT CADETS WEARING FIREARMS ON CAMPUS—IN THEIR CAPACITY AS PART-TIME SECURITY OFFICERS—DO SO AS UNOBTRUSIVELY AS POSSIBLE, AND THAT THEIR TRAINING AND QUALIFICATIONS BE STRESSED. IT WAS ALSO SUGGESTED THAT CADETS BE ASSIGNED TO PATROL AND INVESTIGATIVE DUTIES. THE PROGRAM WAS SAID TO BE OF CONSIDERABLE OVERALL VALUE IN PRODUCING ENTHUSIASTIC AND QUALIFIED RECRUITS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

85. F. FOGARTY, D. SCHRAM, M. WALSH, and P. WILSON. EVALUATION OF THE WASHINGTON CRIMINAL JUSTICE EDUCATION AND TRAINING CENTER. BATTELLE MEMORIAL INSTITUTE COLUMBUS LABORATORIES, 505 KING AVENUE, COLUMBUS OH 43201. 205 p. 1974. **NCJ-19636**

AN ASSESSMENT WHICH INCLUDES BACKGROUND INFORMATION ON THE CENTER, A DESCRIPTION AND ANALYSIS OF CURRICULA, AN ANALYSIS OF INTERVIEWS WITH CRIMINAL JUSTICE PERSONNEL AND A COST ANALYSIS. THE WASHINGTON CRIMINAL JUSTICE EDUCATION AND TRAINING CENTER (WCJETC) HAS OFFERED CONTINUOUS TRAINING PROGRAMS FOR PERSONNEL IN ALL PARTS OF THE CRIMINAL JUSTICE SYSTEM. THE GOALS OF THE CENTER ARE TO TEST THE FEASIBILITY OF CONDUCTING MULTIDISCIPLINARY TRAINING ON AN ONGOING BASIS, TO PROMOTE INTEGRATION OF THE CRIMINAL JUSTICE SYSTEM IN WASHINGTON, AND TO PROVIDE EFFECTIVE TRAINING ORIENTED TOWARD EACH DISCIPLINE IN THE CRIMINAL JUSTICE SYSTEM. IN EVALUATING THE WCJETC, SEVERAL TYPES OF INFORMATION WERE GATHERED, INCLUDING: INTERVIEWS WITH PROGRAM DESIGNERS AND ADMINISTRATORS, DESCRIPTIONS AND ANALYSIS OF CURRICULA, COSTS OF VARIOUS TRAINING MODES, QUESTIONNAIRE RESPONSES FROM LAW ENFORCEMENT OFFICERS ATTENDING THE MOST RECENT BASIC ADADEMY CLASS, AND INTERVIEWS WITH 300 CRIMINAL JUSTICE PRACTITIONERS. IT IS CONCLUDED THAT, WITH SOME QUALIFICATIONS, THE CENTER CAN BE SAID TO HAVE MET EACH OF ITS GOALS. THE EXPERIMENT SHOWED THAT MULTIDISCIPLINARY TRAINING WAS FEASIBLE, THAT INCREASED WILLINGNESS TO COMMUNICATE WAS DEMONSTRATED BY THOSE TAKING INTERDISCIPLINARY COURSES, AND THAT MOST OF ITS TRAINING PROGRAMS WERE SUCCESSFUL IT WAS ALSO FOUND THAT COSTS OF THE TRAINING WERE HIGH, BUT THIS WAS MAINLY A RESULT OF THE PROGRAM'S EXPERIMENTAL NATURE AND THE NECESSITY OF OPERATING THROUGH A SERIES OF EXTREMELY SHORT-TERM GRANTS. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: WASHINGTON CRIMINAL JUSTICE EDUCATION AND TRAINING CENTER.

Availability: NCJRS MICROFICHE PROGRAM.

86. H. L. FROMKIN, J. BRANDT, D. C. KING, J. J. SHERWOOD, and J. FISHER. EVALUATION OF HUMAN RELATIONS TRAINING FOR POLICE. PURDUE UNIVERSITY. 192 p. 1974. **NCJ-30505**

THIS PROJECT DESIGNS, IMPLEMENTS, AND EVALUATES THE USE OF SENSITIVITY TRAINING TO TEACH HUMAN RELATIONS KNOWLEDGE AND INTERPERSONAL SKILLS TO POLICE OFFICERS. THIS PAPER IS DIVIDED INTO NINE SECTIONS. THE INTRODUCTION REVIEWS LITERATURE WHICH DOCUMENTS SOME OF THE AUTHORS' ASSERTIONS AND ASSUMPTIONS ABOUT THE NATURE AND EXTENT OF THE CONFLICT BETWEEN POLICE AND THE COMMUNITY AND THE NEED FOR PROJECTS SUCH AS THIS ONE. THE LATTER SECTIONS DESCRIBE THE TRAINING PROGRAM, THE METHODOLOGY USED TO EVALUATE THE TRAINING PROGRAM, A SUMMARY OF THE RESULTS OF THE TRAINING PROGRAM, AND A DETAILED EXPOSITION OF THE RESULTS OF THE TRAINING PROGRAM. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: INDIANA CRIMINAL JUSTICE PLANNING AGENCY, 215 NORTH SENATE, INDIANAPOLIS IN 46202.

Availability: NCJRS MICROFICHE PROGRAM.

87. **L. A. GLAUBERMAN. TRAINING THE POLICE IN CRISIS INTERVENTION TECHNIQUES.** 331 p. 1976. **NCJ-45409**

A SYRACUSE, NEW YORK, PROGRAM TO TRAIN POLICE OFFICERS IN CRISIS INTERVENTION AND CONFLICT MANAGEMENT TECHNIQUES IS DESCRIBED AND EVALUATED. THE PROJECT TRAINED APPROXIMATELY 225 OFFICERS OF THE SYRACUSE POLICE DEPARTMENT IN GROUPS OF 15 OVER A 1-YEAR PERIOD. THE PROGRAM WAS DIVIDED INTO A 2-WEEK CLASSROOM PHASE FOLLOWED BY 6 WEEKS OF ROAD TRAINING. THE CLASSROOM WORK FOCUSED ON BEHAVIORAL SKILLS TRAINING, LECTURES ABOUT CRISIS AND THE BEHAVIOR OF INDIVIDUALS IN CRISIS, AND KNOWLEDGE ABOUT AND USE OF THE HUMAN SERVICE AGENCIES IN THE COMMUNITY. WHILE THE PROGRAM DEALT WITH A WIDE RANGE OF CRISIS SITUATIONS, THE DISSERTATION DEALS SPECIFICALLY WITH THE FAMILY DISTURBANCE CALL BECAUSE OF THE FREQUENCY AND COMPLEXITY OF THIS POLICE PROBLEM. TO EVALUATE THE EFFECTIVENESS OF THE TRAINING PROGRAM, THE FOLLOWING TYPES OF DATA WERE COLLECTED: (1) OPINION DATA, TO ASSESS THE OFFICERS' REACTION OF THE PROGRAM AFTER CLASSROOM TRAINING, AFTER ROAD TRAINING, AND 4 TO 8 MONTHS AFTER THE CONCLUSION OF TRAINING; (2) OBSERVATIONAL SKILLS DATA, TO ASSESS THE OFFICER'S UNDERSTANDING OF THE INTERPERSONAL DYNAMICS OF CRISIS SITUATIONS; (3) BEHAVIORAL SKILLS DATA, TO ASSESS THE ABILITY OF THE OFFICERS TO PERFORM THE SKILLS THE PROGRAM FOCUSES ON UNDER SIMULATED AND ACTUAL CONDITIONS; (4) CITIZEN REACTION DATA, TO ASSESS THE REACTIONS OF THE RECIPIENTS OF THIS SERVICE; (5) DATA FROM THE CRISIS INTERVENTION REPORT FORM FILLED OUT BY AN OFFICER AFTER INTERVENTION IN A FAMILY DISPUTE; AND (6) STATISTICAL IMPACT DATA, TO ASSESS SHORT-TERM EFFECT OF TRAINING ON CRIME STATISTICS AND INJURIES TO POLICE OFFICERS. THE EVALUATION EXAMINED THE PROGRAM AT TWO LEVELS: THE GLOBAL LEVEL, I.E., WAS THE PROGRAM EFFECTIVE?; AND THE INDIVIDUAL LEVEL, I.E., FOR WHOM WAS THE PROGRAM EFFECTIVE? THE DISSERTATION CONCENTRATES ON THE SECOND PHASE OF THE EVALUATION. OFFICERS POSITIVELY AND NEGATIVELY PREDISPOSED TOWARD TRAINING DIFFERED SIGNIFICANTLY IN THEIR POSTTRAINING RESPONSES TO THE PROGRAM: THOSE WHO ENTERED WITH A NEGATIVE ATTITUDE AND CHANGED THEIR OPINION GAVE CONSISTENTLY MORE FAVORABLE RESPONSES TO THE PROGRAM THAN THOSE WHO MAINTAINED A POSITIVE ATTITUDE THROUGHOUT. IT WAS CONCLUDED THAT THERE APPEARS TO BE A POSITIVE RELATIONSHIP BETWEEN THE ABILITY TO PERFORM CRISIS INTERVENTION SKILLS AND THAT OF OBSERVING AND ANALYZING THE PERFORMANCE OF OTHERS. THE RELATIONSHIP BETWEEN OFFICERS' SUBJECTIVE REACTIONS AND THEIR SIMULATION AND ROAD PERFORMANCE WERE ALSO EXPLORED AS WELL AS THE ACTUAL SIMULATION AND ROAD RATINGS OF OFFICERS. THE IMPLICATIONS OF THESE FINDINGS FOR TRAINING, SELECTION, AND EVALUATION OF FUTURE PROGRAMS ARE DISCUSSED. IT WAS CONCLUDED THAT THE PROGRAM WAS SUCCESSFUL AT THE GLOBAL AND INDIVIDUAL LEVELS IN INCREASING THE KNOWLEDGE/SKILL OF THE POLICE OFFICER AND THAT THE PROGRAM MADE A SIGNIFICANT CONTRIBUTION TO THE RELATIONSHIP BETWEEN SOCIAL SCIENCE AND LAW ENFORCEMENT. BACKGROUND INFORMATION ON CRISIS THEORY AND CRISIS INTERVENTION, THE CHANGING ROLE OF THE URBAN POLICE OFFICER, AND THE PRECURSORS OF THE PROJECT IS PROVIDED, AS WELL AS DETAILED DISCUSSIONS OF THE RESEARCH METHODOLOGY AND DATA ANALYSIS DESIGN. APPENDIXES PRESENT A COMPLETE DESCRIPTION OF THE TRAINING MODEL AND A REPRESENTATIVE CLASSROOM TRAINING OUTLINE, SUPPORTING FORMS AND QUESTIONNAIRES, AND ADDITIONAL ANALYSES. TABULAR DATA ARE SUPPLIED, AND REFERENCES ARE PROVIDED.

Supplemental Notes: SYRACUSE UNIVERSITY—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106.

88. **L. T. HOOVER. COLORADO LAW ENFORCEMENT TRAINING ACADEMY—REVIEW OF REVISED MANDATORY BASIC TRAINING CURRICULUM—POLICE TECHNICAL ASSISTANCE REPORT.** PUBLIC ADMINISTRATION SERVICE, 1776 MASSACHUSETTS AVENUE, NW, WASHINGTON DC 20036. 30 p. 1976. **NCJ-36432**

TECHNICAL ASSISTANCE STUDY OF COLORADO LAW ENFORCEMENT TRAINING ACADEMY'S (CLETA) EFFORTS TO EXPAND THE STATE'S BASIC 200-HOUR POLICE TRAINING CURRICULUM TO THE NATIONALLY RECOGNIZED 400-HOUR MINIMUM BY 1977. ASSISTANCE WAS REQUESTED TO REVIEW THE 240-HOUR BASIC TRAINING CURRICULUM FOR GENERAL CONTENT RECOMMENDATIONS AND TO DEVELOP SUGGESTIONS RELEVANT TO MODULARIZATION OF THE CURRICULUM. THE CONSULTANT MET PROFESSIONALLY WITH REPRESENTATIVES OF CLETA AND THE COLORADO DIVISION OF CRIMINAL JUSTICE AND THE OFFICER IN CHARGE OF CLETA TO DISCUSS CURRICULAR AND ADMINISTRATIVE ISSUES RELATIVE TO CLETA PROGRAMMING. THE CONSULTANT FOUND THAT THE REVISED 240-HOUR PROGRAM REFLECTS CONSIDERABLY MORE ATTENTION TO SOCIAL PROBLEMS AND ISSUES CONFRONTING LAW ENFORCEMENT THAN DID THE PREVIOUS 200-HOUR CURRICULUM AND ENCOURAGES THIS DEVELOPMENT BY SUGGESTING SPECIFIC CONTENT MODIFICATIONS. HE FURTHER FOUND THAT MODULARIZATION OF COURSE CONTENT IS NOT FEASIBLE AT THE PRESENT TIME AND DEVELOPED AN IDEAL SCHEDULE FOR SPECIFYING COURSE OBJECTIVES AND CONTENT AS A PREREQUISITE TO MODULARIZATION.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

89. **P. R. JEANNERET and J. A. DUBIN. HOUSTON (TX)—A VALIDITY STUDY OF POLICE OFFICER SELECTION, TRAINING AND PROMOTION, V 8—EVALUATION AND VALIDATION OF THE HOUSTON POLICE DEPARTMENT ACADEMY AND PROBATIONARY TRAINING PERIOD.** LIFSON, WILSON, FERGUSON AND WINICK, INC, 3223 SMITH STREET, SUITE 212, HOUSTON TX 77006. 201 p. 1977. **NCJ-51912**

THE HOUSTON (TEX.) POLICE DEPARTMENT ENTRY-LEVEL TRAINING PROGRAM CONSISTS OF A FORMAL 16-18 WEEK COURSE AT THE ACADEMY AND 6 MONTHS OF ON-THE-JOB TRAINING. THE PROGRAM WAS EVALUATED FOR EFFECTIVENESS AND JOB-RELATEDNESS. THE RESEARCH METHODOLOGY INCLUDED SELECTING TECHNIQUES THAT WOULD PROVIDE QUANTITATIVE DATA FOR EVALUATING THE TRAINING PROCESS, ALTHOUGH CERTAIN CONCLUSIONS, SUCH AS INSTRUCTOR PERFORMANCE, WERE BASED ON RESEARCHERS' JUDGMENT. AN OVERVIEW OF THE TRAINING RESEARCH EVALUATION CRITERIA IS PRESENTED AND THE TASK-BASED APPROACH TO TRAINING EVALUATION USED IN THE STUDY IS DESCRIBED. ON AN OVERALL BASIS, THE HOUSTON POLICE DEPARTMENT TRAINING PROGRAM WAS SHOWN TO BE JOB RELATED, VALID, AND EFFECTIVE. SPECIFIC WEAKNESS WERE DISCOVERED, HOWEVER, FOR BOTH THE

ACADEMY AND ON-THE-JOB SEGMENTS OF THE PROGRAM. IT IS CONCLUDED THAT MORE CAREFUL SELECTION AND DEVELOPMENT OF ACADEMY TRAINERS ARE NEEDED; THE TRAINING PROGRAM IS TOO DEPENDENT OF THE EFFECTIVENESS OF THE TRAINING OFFICER; SPECIFIC TRAINING OBJECTIVES SHOULD BE ESTABLISHED; TRAINING METHODS SHOULD BE REVIEWED AND MODIFIED WHEN APPROPRIATE; ACTIVE CLASSROOM PARTICIPATION NEEDS TO BE STIMULATED; PRACTICAL IMPLICATIONS SHOULD BE EMPHASIZED OVER THEORY AND CONCEPTS; AND A GREATER DEGREE OF STANDARDIZATION AMONG TRAINERS AND SUBJECT MATTER SHOULD BE OBTAINED. APPENDIXES CONTAIN STUDY DATA AND INSTRUMENTS AND MINIMUM TRAINING STANDARDS FOR PEACE OFFICERS. FOR VOLUMES 1-5, SEE NCJ 51941-51945; FOR VOLUME 4A, SEE 51917; FOR VOLUMES 6-7, SEE 51910-51911; AND FOR VOLUME 9, SEE 51930.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

90. **P. R. JEANNERET and J. A. DUBIN. HOUSTON (TX)—A VALIDITY STUDY OF POLICE OFFICER SELECTION, TRAINING AND PROMOTION, V 1—RESEARCH OVERVIEW, SUMMARY AND BIBLIOGRAPHY FOR THE VALIDITY STUDY OF SELECTION, TRAINING AND PROMOTION WITH THE HOUSTON.** LIFSON, WILSON, FERGUSON AND WINICK, INC, 3223 SMITH STREET, SUITE 212, HOUSTON TX 77006. 91 p. 1977. **NCJ-51941**

THE RESEARCH DESIGN AND MAJOR FINDINGS OF THE HOUSTON POLICE DEPARTMENT VALIDATION STUDY ARE REPORTED; RESULTS OF THE LABOR-FORCE ANALYSIS, ADVERSE-IMPACT STUDY, AND THE JOB ANALYSES AND VALIDITY STUDIES ARE CONSIDERED. THE MAJOR PORTION OF THIS STUDY FOCUSED ON THE SELECTION, TRAINING, AND PROMOTION PROCESSES THAT AFFECT INDIVIDUALS SEEKING OR HOLDING POSITIONS AS COMMISSIONED OFFICERS IN THE HEADQUARTERS, UNIFORMED, AND DETECTIVE DIVISIONS OF THE HOUSTON POLICE DEPARTMENT. THE STUDY SUBJECTS WERE GROUPED INTO THESE CATEGORIES FOR ANALYSIS: MALES, FEMALES, WHITES, BLACKS, AND HISPANICS. THE STUDY ANALYZED AND DOCUMENTED THE RACIAL AND SEXUAL COMPOSITION OF THE LABOR FORCE OF THE DEPARTMENT, ANALYZED AND EVALUATED POTENTIAL ADVERSE IMPACT OF CURRENT SELECTION, TRAINING, ASSIGNMENT, AND PROMOTION REQUIREMENTS AND PROCEDURES, DOCUMENTED A COMPREHENSIVE JOB ANALYSIS OF DEPARTMENT POSITIONS, AND EVALUATED JOB RELATEDNESS AND VALIDITY OF ALL JOB REQUIREMENTS, PERSONNEL SPECIFICATIONS, AND SELECTION CRITERIA FOR CERTAIN POSITIONS AND IN THE PROMOTIONAL SYSTEM. THE ANALYSES INDICATED THAT THERE WAS SOME ADVERSE IMPACT FOR COMPONENTS OF THE SELECTION, TRAINING, AND PROMOTION PROCESSES FOR COMMISSIONED POSITIONS; SOME NEW MEASURES FOR TESTING COMMUNICATIONS SKILLS AND READING ABILITIES ARE NEEDED FOR JOB SELECTION PROCEDURES; THE CURRENT TRAINING PROGRAM IS JOB RELATED AND VALID AND HAS A REASONABLE DEGREE OF EFFICIENCY AND EFFECTIVENESS; PROMOTIONAL VALIDITY SCORES ARE HIGH BUT THEY DID NOT HAVE EITHER A POSITIVE OR NEGATIVE RELATIONSHIP TO THE JOB PERFORMANCE OF PERSONS PROMOTED TO SERGEANT; AND THE WEAKEST COMPONENT OF THE PROMOTIONAL PROCESS IS THE CURRENT PERFORMANCE-RATING SYSTEM. BIBLIOGRAPHICAL REFERENCES ARE PROVIDED. FOR VOLUMES 2-5, SEE NCJ 51942-51945; FOR VOLUME 4A, SEE 51917; AND FOR VOLUMES 6-9, SEE 51910-51913.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

91. **F. G. KNIRK and J. HOUSDEN. EVALUATION OF THE MATERIALS AND PROCEDURES (INCLUDING A VALIDATION MODEL) FOR INDIVIDUALIZED LEARNING MATERIALS AT THE LOS ANGELES POLICE ACADEMY—FINAL REPORT.** 33 p. 1972. **NCJ-15065**

PROGRAM WAS CONSIDERED SUCCESSFUL FOR INSTRUCTION IN DIVISIONAL RECORDS AND CITATIONS, BUT LESS SO FOR FORM DETERMINATION, FOR COMPLETION AND BASIC ENGLISH. THE EXPERIMENTAL GROUP USING THE NEW MATERIALS DID NOT PERFORM AS WELL ON THE REPORT WRITING POST TEST AS DID THE CONTROL GROUP USING CONVENTIONAL MATERIALS. IN ATTITUDES TOWARD THE INSTRUCTION, INSTRUCTOR, AND TEACHING MATERIALS, THE EXPERIMENTAL GROUP WAS LESS POSITIVE THAN THE CONTROL GROUP. IT IS SUGGESTED THAT THE PROBLEMS ENCOUNTERED IN THE USE OF THE MATERIAL COULD HAVE ARISEN FROM STUDENT AND INSTRUCTOR UNFAMILIARITY WITH APPROPRIATE SELF-INSTRUCTION PROCEDURES.

Sponsoring Agency: CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823.

Availability: NCJRS MICROFICHE PROGRAM.

92. **B. J. KUHN. MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL—LAW ENFORCEMENT TRAINING FACILITY EVALUATION GUIDE.** MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL. 60 p. **NCJ-29626**

AN EVALUATION INSTRUMENT FOR SURVEYING AND NUMERICALLY RATING SEVENTEEN MAJOR AREAS OF A LAW ENFORCEMENT TRAINING FACILITY TO DETERMINE TO WHAT DEGREE THAT THE FACILITY CAN FULFILL ITS DESIGNATED TRAINING PURPOSES. USE OF THE EVALUATION SURVEY AND THE RATING SYSTEM ARE EXPLAINED. APPENDED MATERIALS ARE AS FOLLOW: MINIMUM BASIC POLICE TRAINING CURRICULUM, LAYOUT OF A CLASSROOM TRAINING TRAILER, SUGGESTED MINIMUM LAW ENFORCEMENT LIBRARY, SUGGESTED ANNOTATED FILM BIBLIOGRAPHY, AND THE SCHOOL INSPECTION FORM USED PRIOR TO THIS EVALUATION GUIDE.

Availability: NCJRS MICROFICHE PROGRAM.

93. **MINNESOTA CRIME CONTROL PLANNING BOARD, 444 LAFAYETTE ROAD, ST PAUL MN 55101. MINNESOTA PEACE OFFICER TRAINING AND EDUCATION—FINAL EVALUATION REPORT—SUMMARY.** 44 p. **NCJ-46154**

THE METHODS, FINDINGS, AND RECOMMENDATIONS OF AN EVALUATION OF LAW ENFORCEMENT TRAINING AND EDUCATIONAL PROGRAMS IN MINNESOTA ARE SUMMARIZED. EVALUATION FINDINGS RELATE TO THE TRAINING DELIVERY SYSTEM, BASIC TRAINING CURRICULUMS, AND THE CHARACTERISTICS OF TRAINEES. TRAINING REQUIREMENTS, REIMBURSEMENT TO LOCAL COMMUNITIES FOR THE COSTS OF TRAINING LAW ENFORCEMENT PERSONNEL, MINIMIUM BASIC TRAINING CURRICULUM, LOCATION OF TRAINING FACILITIES, AND OTHER MATTERS. RECOMMENDATIONS FOR IMPROVING LAW ENFORCEMENT TRAINING ARE DIRECTED TO THE STATE LEGISLATURE AND TO THE BOARD OF PEACE OFFICER STANDARDS AND TRAINING. A BIBLIOGRAPHY OF POLICE TRAINING EVALUATION PROJECT REPORTS IS APPENDED. CHARTS RELATIVE TO TRAINING NEEDS, RECRUITMENT PATTERNS, STANDARDS, AND PROBATIONARY PERIODS ARE INCLUDED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

94. **G. PFISTER. OUTCOMES OF LABORATORY TRAINING FOR POLICE OFFICERS.** SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES, BOX 1248, ANN ARBOR MI 48106. *JOURNAL OF SOCIAL ISSUES*, V 31, N 1 (WINTER 1975), P 115-121. **NCJ-31841**

DESCRIPTION AND EVALUATION OF THE EFFECTS OF A VOLUNTEER SEATTLE POLICE PROGRAM INVOLVING TRAINING IN-DEPTH IN SENSITIVITY TRAINING, COMMUNITY SERVICE, WORKING WITH YOUTH GROUPS, AND GENERAL INTERPERSONAL RELATIONS. THE STUDY WAS CONDUCTED WITH 48 OFFICERS PARTICIPATING IN INTENSIVE 6-DAY COMMUNICATION ORIENTATION WORKSHOP AND 26 OTHER OFFICERS AS A CONTROL GROUP. THE EDWARDS PERSONALITY INVENTORY WAS ADMINISTERED PRE AND POST

TO BOTH GROUPS, AND QUESTIONNAIRE RESPONSES OBTAINED BEFORE AND AFTER THE PROGRAM FROM RESIDENTS WHO HAD NONADVERSIVE (NO ARREST, NO CITATION) CONTACT WITH OFFICERS IN BOTH GROUPS. THE EXPERIMENTAL OFFICERS WERE REPORTED BY RESIDENTS AFTER TRAINING AS SIGNIFICANTLY MORE WARM AND SINCERE, BEHAVING MORE AS COWORKERS, AND LEAVING THE CITIZENS FEELING GENERALLY SATISFIED WITH THE CONTACT. CONTROLS WERE REPORTED AS COMMUNICATING LITTLE UNDERSTANDING, AS TREATING THE CITIZEN MORE LIKE A CASE THAN AS AN INDIVIDUAL, AND GENERALLY LEAVING THE CITIZEN FEELING FRUSTRATED. THE EXPERIMENTAL OFFICERS DESCRIBED THEMSELVES AS SIGNIFICANTLY MORE SELF-UNDERSTANDING AS WELL AS MORE CRITICAL OF OTHERS. A LIST OF REFERENCES IS INCLUDED. (AUTHOR ABSTRACT)

95. POLICE TRAINING AND PERFORMANCE STUDY. 233 p. 1970. **NCJ-01168**

POLICE TRAINING AND PERFORMANCE IN THE NATION'S LARGEST MUNICIPAL POLICE TRAINING ACADEMY WERE EVALUATED IN THIS RESEARCH PROJECT. THE EDUCATION AND TRAINING REQUIREMENTS OF THE NEW YORK CITY POLICE DEPARTMENT WERE EXAMINED AND A MODEL TRAINING PROGRAM FOR STAFF AT ALL LEVELS WAS DEVELOPED. THE PROPOSED CURRICULUM INCLUDES TRAINING IN THE LEGAL ASPECTS OF POLICE WORK, BEHAVIORAL AND SOCIAL SCIENCES, THOROUGH GROUNDING IN THE USE OF PRACTICAL TRAINING IN FIREARMS, AND PHYSICAL TRAINING. THE CLASSROOM CURRICULUM IS SUPPLEMENTED BY UNITS OF FIELD EXPERIENCE PRECEDED AND FOLLOWED BY IN-CLASS DISCUSSION. THE INTRODUCTION OF PROFESSIONAL CIVILIAN INSTRUCTORS TO THE POLICE ACADEMY TEACHING STAFF IS RECOMMENDED, AS WELL AS THE ESTABLISHMENT OF A COUNSELING SERVICE TO BE MANNED BY PROFESSIONALLY-TRAINED PSYCHOLOGISTS. THE PROJECT STAFF ALSO SUGGESTS THAT THE UNIT TRAINING PROGRAM, THE ONLY DEVICE FOR PROVIDING REFRESHER TRAINING TO THE ENTIRE PATROL FORCE, BE IMPROVED AND EXPANDED. FINALLY, A SYSTEMATIC AND PROGRESSIVE SET OF EDUCATIONAL REQUIREMENTS FOR ALL RANKS IS OUTLINED. THE APPENDICES INCLUDE A COMPARATIVE STUDY OF RECRUIT TRAINING AT OTHER POLICE AGENCIES AND AN EXTENSIVE BIBLIOGRAPHY.

Sponsoring Agency: U S DEPARTMENT OF JUSTICE, LAW ENFORCEMENT ASSISTANCE ADMIN, NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE.

Availability: NTIS Accession No. PB 214 791; NCJRS MICROFICHE PROGRAM.

96. E. F. RANDOLPH JR, R. J. CONDON, J. E. FIRMIN, and J. FULWILER. NEW ORLEANS POLICE DEPARTMENT—FAMILY CRISIS INTERVENTION EXPERIMENT—FINAL EVALUATION. NEW ORLEANS POLICE DEPARTMENT, 715 SOUTH BROAD, NEW ORLEANS LA 70119. 13 p. 1976. **NCJ-39143**

FINAL EVALUATION OF A FAMILY CRISIS INTERVENTION TRAINING PROGRAM INSTITUTED IN THE NEW ORLEANS POLICE DEPARTMENT TO REDUCE HOMICIDE RATES ASSOCIATED WITH FAMILY DISPUTES IN THREE AREAS OF THE CITY. SPECIFIC OBJECTIVES OF THE PROGRAM INCLUDED REDUCING HOMICIDES, ASSAULTS, AND REPEATED POLICE CALLS RESULTING FROM FAMILY PROBLEMS AND COUNSELING FAMILY MEMBERS WITH SERIOUS PROBLEMS. TRAINING BEGAN IN JANUARY 1975 WITH AN EVENTUAL TOTAL OF 200 PATROLMEN AND SERGEANTS FROM 4 DIVISIONS PARTICIPATING IN 8, 70-HOUR INTENSIVE TRAINING SESSIONS. TRAINING CONSISTED OF LECTURES BY STAFF AND VISITING PROFESSIONALS, FILMS, VIDEO-TAPES OF SIMILAR PROJECTS, AND ROLE-PLAYING. THE IMPACT OF TRAINING ON THE INVOLVED OFFICERS WAS ASSESSED BY THEIR RESPONSES TO PRE- AND POST-TRAINING QUESTIONNAIRES. BASED ON THESE RESPONSES AND POSITIVE FEELINGS TOWARD THE TRAINING RECEIVED, THE PROGRAM HAS BEEN INCLUDED IN THE TRAINING ACADEMY CURRICULUM. RECOMMENDATIONS FOR WAYS TO IMPLEMENT THE PROGRAM IN OTHER JURISDICTIONS WITH A MINIMUM OF HOSTILITY BETWEEN THOSE SELECTED AND THOSE NOT SELECTED ARE SET FORTH FOR THE BENEFIT OF OTHER DEPARTMENTS WISHING TO INSTITUTE SIMILAR PROGRAMS. THE COURSE OUTLINE AND QUESTIONNAIRE USED TO ASSESS ATTITUDES TOWARD THE PROGRAM ARE ATTACHED.

Sponsoring Agency: U S DEPARTMENT OF JUSTICE, LAW ENFORCEMENT ASSISTANCE ADMIN, NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE.

Availability: NCJRS MICROFICHE PROGRAM.

97. G. E. RUSH. EVALUATION OF POLICE MIDDLE MANAGEMENT TRAINING IN CALIFORNIA. 196 p. 1975. **NCJ-51315**

THE EFFECT OF POLICE MIDDLE MANAGEMENT TRAINING AS AUTHORIZED BY THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING ON THE PARENT ORGANIZATIONS OF PARTICIPANTS IS EXAMINED. THE STUDY HYPOTHESIS STATES THAT THE 100-HOUR COURSE ON MANAGEMENT INSTRUCTION WOULD CAUSE ONLY MINIMAL, IF ANY, ORGANIZATIONAL CHANGE, THAT THE SEMIMILITARY NATURE OF THE POLICE ORGANIZATION WOULD BE RESISTANT TO CHANGE, AND THAT THE LARGER THE POLICE ORGANIZATION, THE LESS POSSIBILITY FOR ORGANIZATIONAL CHANGE. A HISTORICAL REVIEW OF POLICE LEADERSHIP AND POLICE ORGANIZATION IS PRESENTED ALONG WITH A DISCUSSION OF THE HISTORICAL DEVELOPMENT OF POLICE TRAINING IN CALIFORNIA. PRINCIPLES OF MANAGEMENT AND ORGANIZATION ARE DEFINED ALONG WITH THE VARIANT MANAGEMENT AND ORGANIZATION STYLES OF CRIMINAL JUSTICE SYSTEM SEGMENTS. POLICE MIDDLE MANAGEMENT, STYLES SELECTION AND PROMOTION OF MIDDLE MANAGERS, AND THE TREND TOWARD MIDDLE MANAGEMENT TRAINING AND EDUCATION ARE DISCUSSED. THIS STUDY WAS LIMITED TO 41 COURSES CONDUCTED IN THREE CALIFORNIA UNIVERSITIES FROM 1969-1974. A TOTAL OF 830 POLICE MANAGERS REPRESENTING OVER 140 AGENCIES WERE CONTACTED BY QUESTIONNAIRE, WITH 436 MANAGERS RESPONDING FROM 125 AGENCIES. THE QUESTIONNAIRE ELICITED PERSONAL PERCEPTIONS OF PROGRAM VALUE AND THE RESPONDENT'S ATTITUDES TOWARD THEIR PARENT ORGANIZATIONS. RESULTS WERE STATISTICALLY ANALYZED. FINDINGS INDICATED THAT POLICE MIDDLE MANAGEMENT COURSES HAVE LITTLE IMPACT UPON THE POLICE ORGANIZATIONS. MANAGERS WHO POSSESSED HIGHER LEVELS OF FORMAL EDUCATION AND WHO WERE SATISFIED WITH THEIR ORGANIZATIONAL ENVIRONMENTS REPORTED THE GREATEST SATISFACTION WITH COURSE CONTENT. MANAGERS FROM LARGER DEPARTMENTS FELT THE TRAINING TO BE OF LESS VALUE THAN THOSE FROM SMALLER DEPARTMENTS; THEY FELT LESS ABLE TO EXERCISE INFLUENCE WITHIN THEIR ORGANIZATIONAL ENVIRONMENTS. IT IS RECOMMENDED THAT THE TRAINING COURSE BE RESTRUCTURED AND RETITLED AND THAT PARTICIPATION BE REQUIRED AT ALL LEVELS OF POLICE MANAGEMENT. OLDER MANAGERS SHOULD BE ENCOURAGED TO ATTEND VARIOUS COURSE PROGRAMS, AND REACTION TO AND IMPLEMENTATION OF TRAINING PROGRAM CONCEPTS SHOULD BE CONSIDERED IN THE COURSE CONTENT AND EVALUATION. APPENDIXES CONTAIN THE SURVEY INSTRUMENT AND A LISTING OF PARTICIPATING AND NONPARTICIPATING AGENCIES. A SELECTED BIBLIOGRAPHY IS INCLUDED.

Supplemental Notes: CLAREMONT GRADUATE SCHOOL—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 75-25829.

98. G. SCHWALB. POLICE-SPECIFIC COMMUNICATION TRAINING: A PRACTICE APPROACH TO FAMILY CRISIS MEDIATION. 199 p. 1976. **NCJ-54379**

THE EFFECTIVENESS OF AN EXPERIMENTAL TRAINING PROGRAM DESIGNED TO IMPROVE THE FAMILY CRISIS INTERVENTION SKILLS OF POLICE OFFICERS IS ASSESSED. THE STUDY WAS CONDUCTED AT THE OXNARD, CALIF., POLICE DEPARTMENT.

TWENTY-THREE EXPERIMENTAL TRAINEES PARTICIPATED IN A 32-HOUR PROGRAM DEVELOPED FOR THE STUDY, WHILE 23 CONTROL TRAINEES RECEIVED 12 HOURS OF 'PSUEDOTRAINING.' PATROL OFFICERS, DETECTIVES, SERGEANTS, AND LIEUTENANTS PARTICIPATED. EXPERIMENTAL TRAINING INVOLVED STRUCTURED PRACTICE OF SKILLS REQUIRED IN FAMILY CRISIS MEDIATION, PRIMARILY THROUGH ROLE-PLAY EXERCISES AND SYSTEMATIC FEEDBACK FROM PEERS, THE TRAINER, VIDEO PLAYBACKS, AND MODELING. THE PSEUDOTRAINING CONSISTED OF CASE HISTORY PRESENTATIONS BY OFFICERS AND DIDACTIC 'MINILECTURES' BY THE TRAINER. THE EFFECTIVENESS OF THE TRAINING WAS ASSESSED BY MEASURING CHANGES IN OBSERVABLE INTERVIEWING BEHAVIOR AND CHANGES IN SELF-REPORTED LEVELS OF APREHENSION REGARDING COMMUNICATION. THE ASSESSMENT OF INTERVIEWING BEHAVIOR COVERED INTRODUCTIONS, 'HELPER' BEHAVIORS, AND INFORMATION GATHERING AND GIVING. THE EXPERIMENTAL TRAINING WAS EFFECTIVE IN ACHIEVING LASTING IMPROVEMENTS IN INTERVIEWING BEHAVIOR. SELF-REPORTED APPREHENSION ABOUT COMMUNICATION WAS REDUCED IN ALL SUBJECTS, REGARDLESS OF THE TYPE OF TRAINING. IMPORTAINT FACTORS IN THE SUCCESS OF THE EXPERIMENTAL TRAINING INCLUDED THE SUPPORT OF THE POLICE CHIEF, THE PRESENCE OF RANKED OFFICERS, AND THE FACT THAT TRAINEES WERE BEING ASKED TO SERVE AS MEDIATORS RATHER THAN THERAPISTS. IMPLICATIONS OF THE FINDINGS FOR FURTHER STUDY, INCLUDING A DETERMINATION OF WHETHER COMMUNICATION TRAINING SHOULD BE OFFERED TO ENTIRE DEPARTMENTS OR ONLY TO CERTAIN SPECIALISTS, ARE DISCUSSED. A LITERATURE REVIEW, DETAILS OF THE TRAINING AND OF STATISTICAL ANALYSES OF TRAINING OUTCOMES, PARTICIPANT EVALUATIONS OF THE PROGRAM, COPIES OF TRAINING MATERIALS AND EVALUATION INSTRUMENTS, SUPPORTING DATA, AND A LIST OF REFERENCES ARE INCLUDED.

Supplemental Notes: UNIVERSITY OF HOUSTON—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 76-28,899.

99. J. SEITZINGER and J. BURKE. MARYLAND—EVALUATION OF POLICE RECRUIT TRAINING COMMISSION—POLICE TECHNICAL ASSISTANCE REPORT. WESTINGHOUSE JUSTICE INSTITUTE. 40 p. 1976. **NCJ-37339**

REPORT ON ASSISTANCE PROVIDED TO THE MARYLAND POLICE TRAINING COMMISSION (MPTC) TO AID IN ESTABLISHING A FEASIBLE PLAN FOR DEVELOPING AN OPERATIONAL EVALUATION SYSTEM FOR RECRUIT TRAINING PROGRAMS. THE CONSULTANTS REVIEWED THE MPTC'S HISTORY AS WELL AS LITERATURE PERTAINING TO LAW ENFORCEMENT TRAINING, EVALUATION, TESTING, AND CURRICULUM DEVELOPMENT. IN ADDITION, ONSITE VISITS WERE MADE TO MPTC TRAINING CENTERS AND SEVERAL TRAINING OFFICERS WERE INTERVIEWED. IT WAS CONCLUDED THAT A MISSION STATEMENT OF THE MPTC ENUMERATING THE PURPOSE AND FUTURE OF THE TRAINING PROGRAM MUST BE DEVELOPED AND DESIGN CRITERIA AND PERFORMANCE GOALS SHOULD BE DESIGNED CONGRUENT TO THE MISSION. OTHER CONCLUSIONS CALL FOR REVISION OF TESTING PROCEDURES AND ENTRANCE-LEVEL COURSE EVALUATION INSTRUMENTS; REASSESSMENT OF CURRENT MANPOWER STRENGTH AND INSTRUCTOR TRAINING; AND THE PURCHASE OF COMPUTER HARDWARE AND SOFTWARE TO AID IN DATA COLLECTION, ANALYSIS, AND RETRIEVAL. RECOMMENDATIONS ARE BROKEN DOWN INTO THREE SECTIONS—GENERAL RECOMMENDATIONS INDICATING ACTIVITIES WHICH MUST BE COMPLETED PRIOR TO EVALUATION PLANNING; ENABLING RECOMMENDATIONS DESCRIBING ACTIVITIES WHICH MUST BE COMPLETED PRIOR TO EVALUATION IMPLEMENTATION; AND SPECIFIC RECOMMENDATIONS OUTLINING ACTUAL EVALUATION ACTIVITIES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

100. D. C. SMITH and E. OSTROM. EFFECTS OF TRAINING AND EDUCATION ON POLICE ATTITUDES AND PERFORMANCE (FROM POTENTIAL FOR REFORM OF CRIMINAL JUSTICE, 1974 BY HERBERT JACOB—SEE NCJ-19989). SAGE PUBLICATIONS, INC, 275 SOUTH BEVERLY DRIVE, BEVERLY HILLS CA 90212. 36 p. 1974. **NCJ-19991**

REPORT OF A STUDY WHICH FOUND THAT THE AMOUNT OF POLICE TRAINING AND COLLEGE SCHOOLING IS NOT RELATED TO MORE FIRM ADHERENCE TO LEGAL PRINCIPLES, NOR RELATED TO PUBLIC PERCEPTIONS OF THE QUALITY OF THEIR POLICE. THE STUDY WAS BASED ON DATA COLLECTED DURING THE SPRING AND SUMMER OF 1972 IN THE ST. LOUIS METROPOLITAN AREA. DATA WAS OBTAINED FROM INTERVIEWS WITH 712 POLICE OFFICERS EMPLOYED IN 29 DIFFERENT POLICE DEPARTMENTS, AND FROM A SURVEY OF 4,000 CITIZENS DISTRIBUTED ACROSS JURISDICTIONS SERVED BY THE 29 POLICE DEPARTMENTS. LITTLE EVIDENCE WAS FOUND TO SUPPORT THE CLAIMS WHICH HAVE BEEN MADE FOR THE BENEFICIAL EFFECTS OF LONGER PERIODS OF TRAINING FOR POLICE. AN OFFICER'S TOTAL WEEKS OF TRAINING OR LENGTH OF TRAINING AS A RECRUIT DID NOT SEEM TO HAVE AN IMPORTANT IMPACT ON HIS FEELINGS OF PREPAREDNESS FOR SPECIFIC ASSIGNMENTS OR HIS ATTITUDES TOWARDS SELECTED LAW ENFORCEMENT CONTROVERSIES. OFFICERS WITH A HIGHER LEVEL OF TRAINING DID NOT RECEIVE HIGHER EVALUATIONS FROM THE CITIZENS THEY SERVE THAN DID THEIR COUNTERPARTS NOR WERE THEY PARTICULARLY MORE SUCCESSFUL IN OBTAINING WARRANTS WHEN THEY APPLIED FOR THEM FROM THE PROSECUTING ATTORNEY. THE RELATIONSHIPS BETWEEN COLLEGE EDUCATION LEVELS AND THE DEPENDENT VARIABLES INCLUDED IN THIS ANALYSIS WERE WEAKLY CONSISTENT WITH PREDICTIONS OF THOSE ADVOCATING EDUCATION AS AN IMPORTANT REFORM IN THE POLICE FIELD WITH A FEW EXCEPTIONS. ALTHOUGH COLLEGE EDUCATED OFFICERS DID TEND SOMEWHAT TO MANIFEST THE REFORM PREDICTED ATTITUDES TOWARD USE OF FORCE, PROBABLE CAUSE REQUIREMENTS, THE SUPREME COURT, AND LATERAL ENTRY, THEY DID NOT DIFFER FROM LESS EDUCATED OFFICERS IN THE ASSESSMENT OF THE APPROPRIATENESS OF A MILITARY MODEL OF ORGANIZATION FOR POLICE DEPARTMENTS. ON QUESTIONS ABOUT THEIR FEELING PREPARED FOR SPECIFIC POLICE ASSIGNMENTS, COLLEGE EDUCATED OFFICERS TENDED TO BE LESS CONFIDENT. DEPARTMENTS WHOSE OFFICERS HAD HIGHER LEVELS OF COLLEGE EDUCATION WERE NOT GIVEN HIGHER RATINGS BY THE CITIZENS THEY SERVE. NOR WERE THEY MORE SUCCESSFUL THAN LESS EDUCATED DEPARTMENTS IN OBTAINING WARRANTS. THE AUTHORS CONCLUDE THAT WHILE CONSIDERABLY MORE ANALYSIS IS REQUIRED, THE RESULTS FROM THIS STUDY THUS FAR PROVIDE SLIGHT CONFIRMATION FOR HYPOTHESES DERIVED FROM POLICE REFORM LITERATURE CALLING FOR HIGHER LEVELS OF TRAINING AND EDUCATION.

101. J. R. SNORTUM and J. B. PEARCE. POLICE EFFECTIVENESS IN HANDLING DISTURBANCE CALLS—AN EVALUATION OF CRISIS INTERVENTION TRAINING. 13 p. 1977. **NCJ-53940**

THE EFFECTS OF A CRISIS INTERVENTION TRAINING COURSE ON POLICE EFFECTIVENESS IN HANDLING DISTURBANCE CALLS ARE ASSESSED IN THIS STUDY OF THE EL MONTE POLICE DEPARTMENT, EL MONTE, CALIFORNIA. A 56-HOUR TRAINING COURSE WAS ADMINISTERED TO ALL 64 PATROL OFFICERS IN THE EL MONTE POLICE DEPARTMENT BY A TRAINER FROM AN OUTSIDE CONSULTING AGENCY. COURSE CONTENT INCLUDED SAFETY FACTORS, METHODS FOR DEFUSING VIOLENT SITUATIONS, INFORMATION GATHERING, MEDIATION AND REFERRAL OF DISPUTANTS, AND THE HANDLING OF INVOLVED PARTIES. GROUP DISCUSSION, LECTURES, ROLE PLAYING, AND VIDEOTAPE FEEDBACK WERE USED IN THE TRAINING. DATA WERE OBTAINED FROM FOUR SOURCES: (1) DISPATCHER CALL SLIPS, (2) ARREST RECORDS, (3) OFFICER RATINGS OF DISTURBANCE CALLS, AND (4) TELEPHONE INTERVIEWS WITH DISPUTANTS. IT WAS FOUND

THAT THE APPROACH PROCEDURE ADVOCATED IN THE TRAINING COURSE WAS ALREADY IN USE BY MANY OF THE POLICE OFFICERS. IT WAS ALSO FOUND THAT TRAINED OFFICERS SEEMED BETTER PREPARED TO MANAGE CRISIS SITUATIONS IN WAYS THAT BUILT GOOD POLICE/COMMUNITY RELATION. HOWEVER, IT DID NOT APPEAR THAT THE TRAINING HAD AN IMPACT ON A DESIRED REDUCTION OF CALL-BACKS TO THE SAME ADDRESS. THE EVALUATORS MAKE SIX RECOMMENDATIONS FOR THIS KIND OF CRISIS INTERVENTION: (1) EXPERIMENT WITH A BRIEFER COURSE AND INCREASE THE INTENSITY OF ROLE PLAYING BY CUTTING BACK ON ELABORATENESS, (2) DEVELOP A CUMULATIVE FILE ON DISTURBANCE CALLS IN ORDER TO IDENTIFY PROBLEM FAMILIES, (3) MAKE MORE EXTENSIVE USE OF REFERRALS TO SOCIAL AND MENTAL HEALTH AGENCIES, (4) ALLOW DUTY TIME FOR OFFICERS TO FOLLOWUP ON REFERRALS, (5) CONTINUE A RANDOM MONITORING OF POLICE HANDLING OF DISTURBANCE CALLS USING TELEPHONE SURVEYS, AND (6) DEVELOP A 2-HOUR TRAINING COURSE FOR THE MANAGERS OF LARGE APARTMENT COMPLEXES AND HOUSING PROJECTS TO TEACH THE FUNDAMENTALS OF CONFLICT MANAGEMENT. TABLES ARE APPENDED.

Supplemental Notes: PRESENTED AT THE NATIONAL CONFERENCE ON CRIMINAL JUSTICE EVALUATION, WASHINGTON, DC, FEBRUARY 1977—PANEL 19 EVALUATION OF EDUCATION AND TRAINING PROGRAMS.

Availability: NCJRS MICROFICHE PROGRAM.

102. **SOCIAL IMPACT RESEARCH INC. LAWRENCE (KS)—POLICE DEPARTMENT—EVALUATION OF THE INTEGRATED CRIMINAL APPREHENSION PROGRAM, V 1—EXECUTIVE SUMMARY AND EVALUATION DESIGN.** 53 p. 1978. **NCJ-51922**

EVALUATION FINDINGS FOR THE LAWRENCE (KANS.) INTEGRATED CRIMINAL APPREHENSION PROGRAM (ICAP) SHOW THAT FIRST YEAR OBJECTIVES WERE MET. THE PROGRAM FOCUSED ON PLANNING, PROBLEM IDENTIFICATION, AND DEVELOPMENTAL WORK. A CRIME ANALYSIS UNIT HAS UPDATED DEPARTMENT WORK, CREATED NEW PROGRAMS, SPECIAL FILES, AND THE CITY WARRANT LIST, UNDERTAKEN SPECIAL ANALYSES IN RESPONSE TO INDIVIDUAL OFFICERS' NEEDS, AND PUBLISHED A DAILY BULLETIN PROVIDING INFORMATION ON CURRENT POLICE ACTIVITIES, UPDATES OF REPORTED CASES, AND INTELLIGENCE INFORMATION. A CITIZENS' SURVEY CONDUCTED TO DETERMINE COMMUNITY ATTITUDES TOWARDS POLICE WORK INDICATED THAT LAWRENCE RESIDENTS STRONGLY SUPPORT THE POLICE AND FEEL THEIR NEIGHBORHOODS ARE SAFE. THE LEAST-SATISFIED CITIZENS TEND TO BE MALE, DIVORCED, LOWER INCOME PERSONS, AND MINORITIES. THE DETAILED-PROBLEM-ANALYSIS TASK FORCE DEVELOPED A 40-HOUR TRAINING PROGRAM FOR POLICE, REVISED THE DAILY ACTIVITY LOG, REALIGNED PATROL DEPLOYMENT PLANS, CREATED A NEW PROGRAM FOR PRELIMINARY AND FOLLOWUP INVESTIGATIONS, AND ESTABLISHED A CRIME-PREVENTION AND KNOWN-OFFENDER PROGRAM. THE TRAINING PROGRAM FOR BOTH SUPERVISORY AND REGULAR OFFICERS SUCCESSFULLY SERVED AS A MEANS FOR TRANSMITTING INFORMATION ABOUT PROFESSIONAL SKILLS, TECHNIQUES, AND THE RATIONALE AND METHODS OF THE ICAP PROGRAM WHILE FOSTERING A COOPERATIVE SPIRIT AMONG ALL RANKS OF OFFICERS. FIVE MAJOR AREAS HAVE BEEN DESIGNATED FOR IMPLEMENTATION AND EVALUATION DURING THE SECOND ICAP YEAR INCLUDING THE INFORMATION SYSTEMS, PERSONNEL DEVELOPMENT, MANAGING CRIMINAL INVESTIGATIONS, PATROL OPERATIONS, AND THE CRIME AND CAREER-CRIMINAL PROGRAM. THE APPENDIXES CONTAIN PROGRAM GOALS AND OBJECTIVES AND THE EVALUATION DESIGN.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

103. **G. N. SOUSA. EVALUATION OF THE ADVANCED INDIVIDUAL TRAINING (AIT) PROGRAM.** SAN JOSE POLICE DEPARTMENT, P O BOX 270, SAN JOSE CA 95103. 110 p. 1976. **NCJ-32149**

THIS 80-HOUR SAN JOSE POLICE DEPARTMENT IN-SERVICE TRAINING PROGRAM WAS DEVELOPED TO MEET STATE MANDATED REQUIREMENTS FOR PROVIDING ADVANCED OFFICERS TRAINING TO ALL SWORN PERSONNEL FROM POLICE OFFICER TO CAPTAIN. IT WAS ALSO DESIGNED TO UPGRADE OFFICER SKILLS TO MEET THE DEPARTMENT'S STANDARDS RELATED TO THE ISSUE OF THE USE OF FORCE. THE PROGRAM CONSISTS OF SEVEN CURRICULUM COMPONENTS—EMERGENCY CARE, DEFENSIVE TACTICS, DRIVER TRAINING, FIREARMS, CONFLICT MANAGEMENT, CHEMICAL AGENTS, AND LAW TECHNOLOGY. A COST-BENEFIT ANALYSIS WAS CONDUCTED WHICH FOCUSED ON THE EFFECTS OF TRAINING ON BOTH IMMEDIATE AND LONG TERM PERFORMANCE OF TRAINEES. PRE AND POST TESTS MEASUREMENTS WERE USED TO EVALUATE THE IMMEDIATE EFFECTS OF THE PROGRAM. THE PROGRAM WAS FOUND TO BE HIGHLY SUCCESSFUL IN ATTAINING ITS PROGRAM GOALS, BUT AT A RELATIVELY HIGH COST TO THE DEPARTMENT. IT WAS CONCLUDED THAT THE AIT PROGRAM HAS A SIGNIFICANT EFFECT UPON THE COGNITIVE AND SKILL-PERFORMANCE ACHIEVEMENT OF TRAINEES AS TESTED IMMEDIATELY FOLLOWING THEIR 80-HOUR TRAINING EXPERIENCES, AS COMPARED AGAINST OFFICERS WHO HAVE NOT RECEIVED TRAINING, AND AS MEASURED BY THE TESTS DEVELOPED IN THIS STUDY. SEVERAL RECOMMENDATIONS FOR IMPROVING THE CONTENT, STRUCTURE, AND FISCAL BASE OF THE PROGRAM ARE PRESENTED. THE APPENDIX CONTAINS AN OUTLINE OF PROGRAM GOALS, TRAINING OBJECTIVES, AND STANDARDS AND AN AIT COURSE SYNOPSIS.

Availability: NCJRS MICROFICHE PROGRAM.

104. **R. J. SUCHMAN, J. HUNGERLAND, and W. J. MCGUIRE. IMPLEMENTATION AND FIELD VERIFICATION OF AN INDIVIDUALIZED PERFORMANCE-ORIENTED MILITARY POLICE BASIC LAW ENFORCEMENT COURSE.** HUMAN RESOURCES RESEARCH ORGANIZATION, 300 NORTH WASHINGTON STREET, ALEXANDRIA VA 22314. 67 p. 1976. **NCJ-50172**

GIVEN U.S. ARMY'S EMPHASIS ON PERFORMANCE-ORIENTED INSTRUCTION, THIS PROJECT WAS INITIATED TO TEST THE LEVEL OF PREPAREDNESS OF GRADUATES FROM A MILITARY POLICE SCHOOL. THREE BASIC OBJECTIVES OF THE PROJECT WERE TO CONTINUE THE CONVERSION OF THE BASIC LAW ENFORCEMENT COURSE (BLEC) OFFERED BY THE U.S. MILITARY SCHOOL AT FORT MCCLELLAN, ALA., TO A PERFORMANCE-ORIENTED SELF-PACED MODEL, TO DEVELOP AN INTERNAL COURSE MONITORING SYSTEM, AND TO CONDUCT A FIELD VALIDATION STUDY OF THE PREPAREDNESS OF BLEC GRADUATES TO PERFORM ENTRY-LEVEL TASKS ON THEIR FIRST DUTY ASSIGNMENTS. THE PROJECT RESULTED IN THE FIRST COMPLETE IMPLEMENTATION OF THE PERFORMANCE-ORIENTED BLEC. IT WAS CLEARLY DEMONSTRATED THAT THE OPEN ACCESS, SELF-PACED, CONTINUOUS FLOW MODEL IS FEASIBLE FROM A TRAINING AND MANAGERIAL POINT OF VIEW, AND FINDINGS SHOW THAT GRADUATES WERE ADEQUATELY PREPARED TO PERFORM ENTRY-LEVEL TASKS ON THEIR FIRST DUTY ASSIGNMENTS. RATINGS OF TASK PREPAREDNESS WERE MADE BY SUPERVISORS AND JOB INCUMBENTS, AND MEAN RATINGS ON ALL BUT 2 OUT OF 43 TASKS FELL INTO THE 'PREPARED' TO 'WELL-PREPARED' RANGE. TASKS WITH HIGH MEAN PREPAREDNESS RATINGS WERE COMPARED WITH THOSE WITH TWO RATINGS. TWO FACTORS APPEARED TO INFLUENCE THE EFFECTIVENESS OF TASK TRAINING, THE EXTENT TO WHICH THE SKILL TO BE LEARNED WAS HARD OR SOFT AND THE EXTENT TO WHICH CERTAIN INSTRUCTIONAL PRINCIPLES WERE EMPLOYED (PERFORMANCE ORIENTATION, INDIVIDUALIZATION, MASTERY, AND SELF-PACING). HIGHER PREPAREDNESS RATINGS WERE ACHIEVED WITH HARD SKILLS THAN WITH SOFT SKILLS. SUPPORTING DATA AND ILLUSTRATIONS ARE INCLUDED. FORMS USED IN THE PROJECT ARE APPENDED.

Availability: US DEPARTMENT OF THE ARMY US ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL & SOCIAL SCIENCES, 1300 WILSON BOULEVARD, ARLINGTON VA 22209; NCJRS MICROFICHE PROGRAM.

105. **R. O. WALKER. PERFORMANCE MEASUREMENT THEORY IN CRIMINAL JUSTICE TRAINING.** INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE, 11 FIRSTFIELD ROAD, GAITHERSBURG MD 20760. *JOURNAL OF POLICE SCIENCE AND ADMINISTRATION,* V 6, N 4 (DECEMBER 1978), P 471-478. **NCJ-52883**

A SYSTEM OF OPERATIONAL MEASURES USED TO EVALUATE POLICE PERFORMANCE TRAINING, SUGGESTED POLICE TRAINING AND PERFORMANCE STANDARDS, AND CURRICULUM ITEMS SUITABLE FOR PERFORMANCE MEASURING ARE DISCUSSED. EXISTING LITERATURE ON THE MEASUREMENT OF PERFORMANCE-ORIENTED TRAINING IS USED TO DEVELOP A THEORY OF TRAINING PERFORMANCE MEASUREMENT FOR CRIMINAL JUSTICE AGENCIES. THE THEORY COVERS PLANNING A PERFORMANCE MEASUREMENT, IMPLEMENTATION OF PERFORMANCE MEASURES, AND TARGET CHARACTERISTICS WHICH CAN BE MEASURED. SEVERAL POSSIBLE PERFORMANCE MEASURES FOR A POLICE TRAINING COURSE INCLUDE PERFORMANCE IN A MOCK TRAFFIC ACCIDENT, A MOCK CRIME SCENE INVESTIGATION, AND PROPER FINGERPRINTING AND OTHER COMMON POLICE PROCEDURES. A CHECKLIST SHOULD BE USED TO EVALUATE EACH STUDENT'S PERFORMANCE. SPECIAL PLANS SHOULD BE MADE TO OVERCOME SEX-RELATED OR CULTURALLY RELATED PROBLEMS AND TO INCLUDE STUDENTS WITH SPECIAL PROBLEMS IN REGULAR CLASSES AS QUICKLY AS POSSIBLE. STANDARDS FOR PERFORMANCE TESTING ARE DISCUSSED. A JOB DESCRIPTION FOR A COORDINATOR OF TESTING IS PRESENTED, AND THE WORK OF A PLANNING COMMITTEE IS DESCRIBED. FOOTNOTES CONTAIN REFERENCES.

106. **B. L. WRIGHT. LAW ENFORCEMENT TRAINING PROGRAM—AN EVALUATION OF PARTICIPANT AND SUPERVISORY ATTITUDES.** UNIVERSITY OF NORTH DAKOTA INSTITUTE FOR THE STUDY OF CRIME AND DELINQUENCY, BOX 8276 UNIVERSITY STATION, GAMBLE 160, GRAND FORKS, ND 58201. 102 p. 1973. **NCJ-16603**

AN EVALUATION OF ATTITUDES TOWARD CONTENT, LEVEL AND QUALITY OF INSTRUCTION, AND COURSE USEFULNESS OF EIGHT COURSES TAUGHT AT THE NORTH DAKOTA LAW ENFORCEMENT TRAINING CENTER. COURSES EVALUATED INCLUDED POLICE RECORDS MANAGEMENT, BASIC POLICE TRAINING, CIVIL DISTURBANCE TRAINING, ANIMAL HANDLING, SHERIFF'S CIVIL PROCESS AND ADMINISTRATION, NARCOTICS AND DANGEROUS DRUGS, POLICE COMMAND MANAGEMENT, AND SUPERVISION OF POLICE PERSONNEL. USING ONE QUESTIONNAIRE FOR STUDENTS AND ANOTHER FOR SUPERVISORS FOR ALL COURSES, IT WAS DETERMINED THAT THE OVERALL ATTITUDE OF BOTH PARTICIPANTS AND SUPERVISORS WAS FAVORABLE TOWARD THE DESIGN AND CONDUCT OF THE COURSES. IT WAS SUGGESTED THAT THE NARCOTICS AND DANGEROUS DRUGS COURSE SHOULD BE REVIEWED AND REVISED IN LIGHT OF THE COMMENTS OF THE PARTICIPANTS ON THE EVALUATION QUESTIONNAIRE. THE APPENDIXES INCLUDE A SAMPLE OF THE EVALUATION QUESTIONNAIRE.

Sponsoring Agency: NORTH DAKOTA COMBINED LAW ENFORCEMENT COUNCIL, BOX B, BISMARCK ND 58501.

Availability: NCJRS MICROFICHE PROGRAM.

107. **P. B. WYLIE, L. F. BASINGER, C. L. HEINECKE, and J. A. RUECKERT. APPROACH TO EVALUATING A POLICE PROGRAM OF FAMILY CRISIS INTERVENTION IN SIX DEMONSTRATION CITIES.** HUMAN RESOURCES RESEARCH ORGANIZATION, 300 NORTH WASHINGTON STREET, ALEXANDRIA VA 22314. 300 p. 1976. **NCJ-37083**

REPORT ON THE EVALUATION OF POLICE FAMILY CRISIS INTERVENTION (FCI) TRAINING PROGRAMS CONDUCTED AS DEMONSTRATION PROJECTS IN SIX CITIES. THE SIX-CITY FCI PROGRAM EVALUATION WAS UNDERTAKEN TO DETERMINE THE EXTENT TO WHICH THESE PROGRAMS HAD ACHIEVED CERTAIN SPECIFIC GOALS AND TO DOCUMENT INFORMATION ABOUT THE DESIGN, DEVELOPMENT, AND IMPLEMENTATION OF THE PROGRAMS. AFTER REVIEWING POSSIBLE GOALS FOR EACH OF THE SIX PROGRAMS AND CONSIDERING METHODS FOR DOCUMENTING THE DEVELOPMENT PROCESSES, EIGHT CATEGORIES WERE FORMULATED FOR THE COLLECTION OF DATA. THESE WERE IMPACT DATA, POLICE PARTICIPANT DATA, FAMILY DISTURBANCE REPORTS, REFERRAL AGENCY RECORDS, CITIZEN INTERVIEW SURVEYS, POLICE ADMINISTRATOR DATA, TRAINING DATA, AND TRAINING STAFF INTERVIEWS. FINDINGS INDICATE THAT THE GOALS OF EFFECTING POSITIVE ATTITUDES AMONG OFFICERS BOTH TOWARD THEIR ROLE AS INTERVENERS AND THE UTILITY OF THEIR TRAINING AND INCREASING THE EFFECTIVE USE OF INTERVENTION TECHNIQUES HAVE BEEN MET. DATA ON THE REDUCTION OF FAMILY-RELATED CRIMES IS INSUFFICIENT TO ESTABLISH RELIABLE TRENDS. THE FINAL CHAPTER OFFERS A CRITIQUE OF THE PROCESS BY WHICH THE SIX TRAINING PROGRAMS WERE DEVELOPED AND PRESENTS AN ALTERNATIVE MODEL, WITH ACCOMPANYING EXAMPLES, FOR THE SYSTEMATIC DEVELOPMENT OF FUTURE PROGRAMS. APPENDIXES CONTAIN A COMPREHENSIVE REVIEW OF POLICE CRISIS INTERVENTION PROGRAMS ESTABLISHED OVER THE PAST NINE YEARS AS WELL AS COPIES OF DATA COLLECTION INSTRUMENTS USED IN THE EVALUATION.

Sponsoring Agency: U S DEPARTMENT OF JUSTICE, LAW ENFORCEMENT ASSISTANCE ADMIN, NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE

Availability: NCJRS MICROFICHE PROGRAM.

Appendix — NASDLET Survey of the States*

State	Law Enforcement Training Standards		Hours of Training Mandated	Law Enforcement Supervisory Training		Hours of Training Mandated	Jail or Corrections Training		Hours of Training Mandated	Law Enforcement Selection Standards		Selection Standards									Officer Certification Revocable	Academy Certification Revocable	Refresher Training Offered	Film Lending Library	College Certification
	Vol	Mand		Vol	Mand		Vol	Mand		Vol	Mand	U.S.Citizen	Age	High School/GED	Not Convicted of a Crime	Fingerprints	Interview	Physical	Good Moral Character	Background Investigation					
Alabama		X	240	X				X	240		X	X	X	X	X	X		X	X	X	X	X	X		
Alaska		X	270								X		X	X	X	X	X	X	X	X	X	X			
Arizona		X[1]	400	X								X	X	X	X	X		X		X	X	X		X	
Arkansas		X	220	X							X	X	X	X[2]	X	X	X	X	X	X	X	X	X	X	X
California		X	200[3]		X	80		X	40		X		X	X	X	X	X	X	X	X	X	X	X		
Colorado		X	290	X							X	X		X	X	X			X		X		X	X	
Connecticut		X	400	X			X					4													
Delaware		X	350	X			X			X		X	X		X	X		X	X		X	X	X	X	
Florida		X	320	X				X	180		X	X	X	X	X	X		X	X	X	X	X	X		
Georgia		X	240					X	114		X	X	X	X	X	X		X		X	X	X	X	X	
Hawaii																									
Idaho		X	260								X	X	X	X		X	X	X	X	X	X	X	X	X	X
Illinois		X	240	X								X	X	X	X	X	X	X	X	X		X	X	X	
Indiana		X	400	X			X				X			X	X	X		X	X	X		X	X	X	
Iowa																									
Kansas		X	200	X				X	200		X	X		X	X	X			X				X	X	

* Courtesy of the National Association of State Directors of Law Enforcement Training. Information is based on a 1978 mailed survey; blank spaces reflect either a lack of response or nonapplicability of the questions.

State	Law Enforcement Training Standards		Hours of Training Mandated	Law Enforcement Supervisory Training		Hours of Training Mandated	Jail or Corrections Training		Hours of Training Mandated	Law Enforcement Selection Standards		Selection Standards									Officer Certification Revocable	Academy Certification Revocable	Refresher Training Offered	Film Lending Library	College Certification
	Vol	Mand		Vol	Mand		Vol	Mand		Vol	Mand	U.S.Citizen	Age	High School/GED	Not Convicted of a Crime	Fingerprints	Interview	Physical	Good Moral Character	Background Investigation					
Kentucky	X			X			X				X	X	X		X	X							X	X	
Maine																									
Maryland		X	350		X	35		X	120		X	X	X	X	X	X	X	X	X	X			X	X	
Massachusetts		X	480	X									X	X				X				X	X	X	
Michigan		X	256	X							X	X	X	X	X	X	X	X	X	X		X	X	X	
Minnesota		X	280		X						X	X			X	X	X	X	X	X	X	X	X	X	X
Mississippi																									
Missouri																									
Montana		X	280							X		X	X	X	X	X	X	X	X	X	X	X	X	X	
Nebraska		X	300		X	80					X	X	X	X	X	X		X	X	X			X	X	X
Nevada		X	120	X				X	120		X	X	X	X	X	X	X	X	X		X	X		X	X
New Hampshire		X	270				X				X			X	X	X					X			X	
New Jersey		X	280									X	X	X	X			X	X			X		X	
New Mexico		X	120[5]	X			X					X[6]	X	X	X	X							X	X	
New York		X	285		X	70		X	70		X	X	X	X		X		X	X	X			X	X	
N. Carolina		X	160					X	160		X	X	X	X	X	X		X	X	X	X		X	X	
N. Dakota		X	280	X			X			X		X	X	X		X	X	X	X	X	X	X		X	
Ohio		X	280	X			X						X									X	X		X
Oklahoma		X	160	X			X					X		X		X	X		X	X			X	X	
Oregon		X	330		X	80		X	210			X	X	X	X	X	X	X	X	X	X		X	X	
Pennsylvania		X	480								X		X		X	X		X			X	X	X		
S. Carolina		X	420	X				X	2		X	X	X	X	X	X		X	X	X	X		X		
S. Dakota		X	200	X			X				X	X	X	X	X	X		X	X	X	X	X	X	X	X
Tennesse	X							X	80	X		X	X	X	X	X		X	X				X	X	

State	Law Enforcement Training Standards		Hours of Training Mandated	Law Enforcement Supervisory Training		Hours of Training Mandated	Jail or Corrections Training		Hours of Training Mandated	Law Enforcement Selection Standards		Selection Standards									Officer Certification Revocable	Academy Certification Revocable	Refresher Training Offered	Film Lending Library	College Certification
	Vol	Mand		Vol	Mand		Vol	Mand		Vol	Mand	U.S.Citizen	Age	High School/GED	Not Convicted of a Crime	Fingerprints	Interview	Physical	Good Moral Character	Background Investigation					
Texas		X	240	X			X				X	X	X	X	X	X	X	X	X	X	X	X		X	X
Vermont		X	240	X						X			X	X	X	X	X	X	X	X			X		
Virginia		X	249	X				X	124/ 252[7]													X	X	X	
Washington		X	440	X						X		X[8]	X	X	X	X	X	X	X	X			X	X	
W. Virginia	X									X		X	X	X	X	X			X	X			X	X	X
Wisconsin		X	240[8]	X			X				X		X	X	X	X	X	X	X	X	X	X	X	X	
Wyoming		X	200[9]					X	200		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

1 Arizona: Effective 1-78

2 Arkansas: Employing department has authority to waive

3 California: No basic training less than 400 hours

4 Connecticut: No mandated statewide standards

5 New Mexico: 200 hours by current practice

6 New Mexico: Selection standards for entry to New Mexico Law Enforcement Academy

7 Virginia: 124 hours for local officers/ 252 hours for state corrections officers

8 Washington: Effective 1-78

9 Wyoming: 200 hours additional training mandated

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